DOCUMENT RESUME

ED 358 621 EC 302 183

AUTHOR	Carlson, Dawn; Moore, Debra
TITLE	Family-School Collaboration Projects in Indiana and Other States: An Overview.
INSTITUTION	Indiana State Univ., Terre Haute. Blumberg Center for Interdisciplinary Studies in Special Education.
SPONS AGENCY	Indiana State Dept. of Education, Indianapolis. Div. of Special Education.
PUB DATE	Sep 91
NOTE	90p.
PUB TYPE	Information Analyses (070) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Administrator Attitudes; Demonstration Programs; *Disabilities; *Educational Cooperation; Elementary Secondary Education; Models; Parent Attitudes; *Parent School Relationship; *Program Descriptions; Program Effectiveness; Program Implementation; *Teamwork
IDENTIFIERS	*Indiana

ABSTRACT

This project identified models, practices, and existing projects, both in Indiana and throughout the United States, that demonstrated partnership efforts between families/home (particularly those families having students with disabilities) and educators/schools. This report presents a literature review on the nature, extent, effectiveness, and barriers of collaborative/partnership efforts between families/home and educators/schools. It then reports on surveys of parents, directors of special education in Indiana, and directors of special education in other states, which addressed current efforts, effective elements of programs, and barriers to partnership efforts. Brief descriptions of collaborative programs in Indiana and the other states are provided. Appendixes which make up the bulk of the document include: (1) an annotated list of 111 citations from the ERIC (Educational Resources Information Center) database; (2) a 41-item bibliography used as the basis for the literature review; (3) survey forms; and (4) names and addresses of programs in states other than Indiana. (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

BLUMBERG CENTER
for Interdisciplinary Studies
in Special Education

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
● Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED358621

Family–School
Collaboration
Projects

FAMILY-SCHOOL COLLABORATION PROJECTS IN INDIANA AND OTHER STATES:

An Overview

EC 302183

September 1991

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
William R Littlejohn
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Indiana State
University

BEST COPY AVAILABLE

Table of Contents

Project Information 1

Acknowledgements. 2

Executive Summary 3

Overview. 7

  Introduction 7

  Points of Contact 8

  The Literature Review 9

  Parents Speak. 12

  Indiana's Directors of Special Education Speak. 15

  Indiana Programs 18

  Programs in Other States. 18

  Model Programs. 19

  Materials Reviewed and Telephone Contacts. 22

  Conclusions and Next Steps 26

  Appendices
    A: Literature Search Citations 28
    B: Bibliography for Literature Review 67
    C: Survey Instruments and Letters 71
    D: Program Information Received from Other States 79

PROJECT INFORMATION

Project Title	Family-School Collaboration Projects
Grantor	Indiana Department of Education Division of Special Education Room 229, State House Indianapolis, Indiana 46205 317/232-0570
Grantee	Blumberg Center for Interdisciplinary Studies in Special Education Indiana State University School of Education 502 Terre Haute, Indiana 47809 812/237-2830
Project Director	William Littlejohn, Ed.D.
Principal Investigators	Dawn Carlson Debra Moore
Project Duration	May 25 - September 30, 1991

The Executive Summary and this document, disseminated in October 1991, were prepared by the staff of the Blumberg Center for Interdisciplinary Studies in Special Education, Indiana State University (Terre Haute), with support from the Indiana Department of Education, Division of Special Education, Project Number 90-DMH-LEA -72. The views expressed in these documents do not necessarily reflect the opinions of the Indiana Department of Education and no official endorsement should be inferred.

The material contained in this document does not necessarily reflect the position or disposition of the administrators or the Board of Trustees of Indiana State University.

The materials in the Executive Summary and in the *Family-School Collaboration Projects in Indiana and Other States: An Overview (September 1991)* are in the public domain and may be copied without permission.

Acknowledgements

The work of this project could not have been completed without the assistance of several people.

First, the support staff of the Blumberg Center: Cinda Bolenbaugh, Rosemary Cooper, Jen Martin, and Ed Sherfick. This staff provided assistance in mailings, doing some "legwork" for the Principal Investigators, and preparing the final documents. These individuals were always willing to help and are much appreciated.

Second, the respondents to our surveys. We appreciate the time that parents and educators took to provide us with their valuable insights.

Third, persons to whom we spoke on the telephone. Again, individuals gave time and saved us much. To those who sent materials or provided further contacts, we are especially indebted.

Finally, our thanks to Paul Ash, Director, Division of Special Education, Department of Education. We appreciate the opportunity to conduct this exploratory study and the guidance provided and hope that we have in turn provided you with food for thought.

Family-School Collaboration Projects
in Indiana and Other States:
An Executive Summary

INTRODUCTION

Family-School Collaboration Projects was a four-month grant funded by the Indiana Department of Education, Division of Special Education. The project was administered by the Blumberg Center for Interdisciplinary Studies in Special Education, located at Indiana State University in Terre Haute, Indiana. The principal investigators were Dawn Carlson and Debra Moore, a parent of a child with disabilities and a special educator, respectively.

The emphasis of the project was to identify and describe models, practices, and existing projects, both in Indiana and throughout the nation, that demonstrated partnership efforts between families/home, particularly those families having students with disabilities, and educators/schools.

The project objectives included the following:

- Conduct a review of the literature to determine the nature, extent, effectiveness, and barriers of current collaborative/partnership efforts between families/home and educators/schools;
- Identify models and strategies that currently exist in Indiana and the nation that demonstrate these partnership efforts;
- Survey primary constituencies (i.e., parents, Indiana's Directors of Special Education, other state directors of special education, project directors) to determine current efforts, effective elements of programs and barriers to partnership efforts; and,
- Compile and summarize the literature review and survey information into a report, including recommendations concerning potential future efforts for families and educators in Indiana to promote and implement effective collaboration/partnerships.

THE LITERATURE REVIEW

Types of parental (all parents) involvement and/or partnerships can take many forms. Teachers, administrators, and parents should look for opportunities to form partnerships and cooperate. Several authors discussed types of involvement or partnerships:

- Epstein (1986) -- 5 types of parent involvement include: basic obligations of parents, basic obligations of schools, parent involvement in school, parent involvement in learning activities in the home, parent involvement in governance and advocacy
- Chrispeels (1988) -- partnership activities include: home/school communication; home and school as supporters; home and school as learners; home and school as teachers; home and school as advisors, decision-makers, and advocates

- Henderson, Marburger, Ooms (1986) -- home-school relationships include: parents as partners; parents as collaborators and problem-solvers; parents as audiences; parents as supporters; parents as advisors and co-decision-makers

Parents want to be involved with their child(ren)'s education. All efforts that were successful were those that teamed parents and educators at the outset of any program effort. Both parties are necessary for effective policy development, program planning, and program implementation. Discussions with all parties present were found to facilitate communication -- the effects of many barriers were decreased or eliminated by this shared decision making and policy development.

Parents encounter many barriers to forming partnerships. Parents do not feel valued as partners in the educational process. The most often cited barrier was lack of communication (i. e., effective communication). Other barriers included transportation (geography), time (scheduling), use of jargon, effective information dissemination.

Teacher preparation programs were discussed in the literature. Undergraduate education programs need to provide courses which allow for the development and acquisition of parent interaction skills. In addition, administrators need assistance in techniques for including parents as decision makers and policy developers. Educators should be provided with training in special education procedures and how to conduct effective parent teacher conferences/interactions.

Assessment of family strengths is an important aspect of establishing effective partnerships. Families of children with disabilities are not disabled families. This and related issues are more fully discussed in the document titled, *Family-School Collaboration Projects in Indiana and Other States: An Overview.*

PARENTS SPEAK

A survey was developed and sent to 232 parents in Indiana during the summer, 1991. This survey asked parents what collaborative efforts currently are in place, what makes these efforts effective, barriers encountered, and what constitutes an ideal collaborative partnership. Seventy-four parents responded.

- When parents are comfortable as members of their child(ren)'s education team, it is due to much work and struggle on the part of the parents.
- Parents expressing the most comfort and satisfaction with their participation are those who had received training in parental rights, the individual education plan (IEP) process, and advocacy.
- Parents want to help and want education/services for their child(ren).
- When parents report collaboration, it is through the IEP process. Many see this as the only avenue for collaboration.
- Parents desire honesty, openness, respect, two-way communication, team work, shared decision making and policy development, common goals, and equal footing.
- There is misunderstanding about the use of the term "collaboration."

INDIANA'S DIRECTORS of SPECIAL EDUCATION SPEAK

A survey was sent to the seventy-eight directors of special education in Indiana. This survey mirrored the questions asked of the parents. Directors responded:

- Time and money are problems -- there is not enough of either.
- Even when presented with opportunities to participate, parents do not do so.
- There is misunderstanding about the use of the term "collaboration."

INDIANA PROGRAMS

Indiana's collaborative efforts are generally in the infancy stages. Some programs that promote collaboration include:

- In*Source -- A parent training program based in South Bend. This long established program provides training for parents in the IEP process, parental rights and responsibilities, special education laws, and advocacy.
- Parents in Touch and Methods for Achieving Parent Partnerships (MAPP) -- is sponsored by the Indianapolis Public Schools with the purpose to increase parent involvement with the schools and to improve home-school communication. Activities include dial-a-teacher phone line available five nights a week for homework assistance, a recording of school activities accessed by telephone, parent education workshops, student/teacher/parent contracts and work folders, and Family Math, TIPS-Math, and TIPS-Science programs.
- In the concluding weeks of this project, staff became aware of a collaborative program beginning in one of the state's larger special education cooperatives. While this program is still in the developmental phase, several parents and the cooperative director from this region indicate that they hope for progress and positive outcomes in developing a corporation wide home-school collaborative program.

PROGRAMS FROM OTHER STATES

Several other states have programs that are worthy of note:

- The states of West Virginia, Virginia, Maryland, and Kentucky:
    - a state team consisting of a parent and an educator work to oversee regional and local efforts and to train other teams
    - regional Parent Resource Centers are established, each staffed by a team of a parent and an educator
      -- All of the regional centers provide training, serve as a contact point for families as they seek services for their children, link parents with other parents, initiate and facilitate family support groups, provide support services to families in their homes
      -- in addition, each center provides services unique to the region served

- Rhode Island
    - The Department of Education created the position of Parent Training Specialist. The person currently serving in this position is the mother of three children with disabilities and holds a master's degree in special education. She provides training in the areas of IEP process, transition planning, (least restrictive environment) LRE awareness, integration, and exceptional parent training. Two training areas (i.e., involving hard to reach parents and teaching special educators to share power and involve parents in the IEP process) are being developed.
- Iowa
    - The Iowa Department of Education, Bureau of Special Education sponsors the Parent-Educator Connection Project.
      -- The Iowa State Department of Education employs a parent and an educator to provide assistance to each Area Education Agency.
      -- Each Area Education Agency (AEA) has a parent (of a child with a disability) and an educator on staff. Responsibilities include: locating resources, conducting inservices for parents and educators, providing newsletters, facilitating meetings such as support groups, and loaning resource materials.
- Ohio
    - The Ohio Division of Special Education plans to fund three Parent Mentor pilot projects. The purpose of these projects will be to provide information and support to parents and to foster parental involvement in their children's educational programs.
    - The RFP for these projects was mailed August 16, 1991. Proposals were due October 4, 1991.

FOR MORE INFORMATION

This Executive Summary was based on the findings of a four month study during the Summer, 1991. A comprehensive report, *Family-School Collaboration Projects in Indiana and Other States: An Overview*, was developed and printed in a limited number. The comprehensive report contains a more detailed discussion of procedures used, findings, conclusions and appendices. An annotated list of references found during the literature search is included in the appendices.

Family-School Collaboration Projects
in Indiana and Other States:
An Overview

INTRODUCTION

Special education is instruction planned to meet the unique and varied needs of students with disabilities or special needs. It is not produced from a pre-existing formula, but is designed specifically for each student. The foundation for each individual plan is built around the student's strengths and needs, taking into account more than test performance and assessment scores. These individual plans are carefully crafted to help students progress from current levels of skill to higher levels, helping students maximize their potential. The best individual education plans; those which prove most beneficial to students, are created by people coming together, forming teams, sharing their expertise, and jointly charting each pupil's educational future. The best plans come out of collaboration.

To collaborate means to work together. For the purposes of this project, the questions become: Do educators and parents work together? Do they look for opportunities to interact? Precedence for working together can be linked to Public Law (P.L.) 94-142, the Education for All Handicapped Children Act of 1975. This continues with the more recent P.L. 101-476, 1990 Education of the Handicapped Act Amendments, more commonly known as IDEA.

These laws require that all children being served in Special Education have an individualized education plan (IEP) and that the plan must be reviewed at least annually. The plan must be developed and reviewed by an interdisciplinary team which includes those persons who serve the needs of the child. Certainly, part of this team is and should be the parents of the child. Parents and educators supposedly work together on IEP teams. Furthermore, it is often assumed that parents and educators communicate frequently about school happenings and the progress of students. But is this really the case?

Family-School Collaboration Projects was a four-month grant funded by the Indiana Department of Education, Division of Special Education. The project was administered by the Blumberg Center for Interdisciplinary Studies in Special Education, located at Indiana State University in Terre Haute, Indiana.

The emphasis of the project was to identify and describe models, practices, and existing projects, both in Indiana and throughout the nation, that demonstrate partnership efforts between families/home, particularly those families having students with disabilities, and educators/schools.

The project objectives included the following:

- Conduct a review of the literature to determine the nature, extent, effectiveness, and barriers of current collaborative/partnership efforts between families/home and educators/schools;
- Identify models and strategies that currently exist in Indiana and the nation that demonstrate these partnership efforts;
- Survey primary constituencies (i.e., parents, Indiana's Directors of Special Education, other state directors of special education, project directors) to determine current efforts, effective elements of programs and barriers to partnership efforts; and

- Compile and summarize the literature review and survey information into a report, including recommendations concerning potential future efforts for families and educators in Indiana to promote and implement effective collaboration/partnerships.

Dr. William Littlejohn served as the project director. His responsibilities included project management, coordination, oversight, and financial management.

Dawn Carlson, a parent of a child with a disability and a Family Referral Specialist, and Debra Moore, a special educator, served as Principal Investigators. This team was formed to ensure representation of the major constituencies. Indeed, the appropriateness of this foresight was borne out by the project findings. Throughout this report it is stated that any successful, effective collaborative effort must include just such a team.

Some caveats should be noted that relate to terms used throughout this document. These are as follows:

- Statements made in this document referring to "we" mean the principal investigators of the project. The content of this report is their responsibility and should not be considered official policy of the Division of Special Education or Indiana State University.
- A purposeful decision was made to use the term "educator" rather than "professional." In the often perceived "us vs. them" world of collaboration with educators, parents frequently take exception to being characterized as the antithesis of "professional," the implication being that parents are inferior or less than professional in their standing and dealings with education. The principal investigators feel this term to be more appropriate, more reflective of the role of key participants, and less value laden.
- The use of "parent(s)" is an encompassing term for persons having primary care-giving responsibility for children. This includes natural parents, adoptive parents, foster parents, legal guardians, and any others charged with this responsibility.

POINTS OF CONTACT

The initial project activity was to conduct a literature review using the ERIC data base. This activity produced 111 citations. This reference list, with abstracts, is included in Appendix A. A literature review form was developed to enable us to review pieces with some consistency and to help organize the information collected.

The 111 citations were reviewed by project staff and initial selections made for review. We reviewed and annotated a total of 41 pieces. The literature review is summarized below.

To determine partnership activities, we utilized two primary sources: parents and special educators. We contacted parents via survey. The parents receiving surveys were persons whose names appeared on mailing lists for parent networks and support groups in Indiana. We also surveyed individual parents attending the National Autism Conference held in Indianapolis, a few of whom were from outside Indiana.

In addition, the Parent Training and Information Centers located throughout the United States received a letter (found in Appendix C) asking for information about or contact persons working with model programs demonstrating effective collaboration.

The state directors of special education in the forty-nine other states and the District of Columbia were contacted via letter and asked for contact information on programs within their states which demonstrate effective collaboration. We received responses from fourteen other states and Washington, D.C. Given the project timeline, we were unable to follow-up with contacts to these programs. We have included the contact information, as provided to us, in Appendix D. All programs listed by the state directors or their designees are included for information purposes only; inclusion does not constitute endorsement.

To determine the current status of partnership activities in Indiana, we surveyed parents and Indiana's directors of special education. These surveys are included in Appendix C. Results of each are summarized below.

Finally, we had the opportunity to talk by telephone with some of the parents responding to the survey and with persons working within model programs in other states. In some cases, persons provided us with sample materials which we reviewed. These conversations and materials also are summarized below.

It should be noted that we did not define collaboration on our surveys or in the accompanying letters. This was a purposeful decision -- we wanted to see how respondents viewed the term. The results bear out the notion that the term is not well understood and is not used consistently between and among constituencies.

THE LITERATURE REVIEW

Types of parental (all parents) involvement and/or partnerships can take many forms. Teachers, administrators, and parents should look for opportunities to form partnerships and cooperate. Several authors discussed types of involvement or partnerships:

> Epstein (1986) -- 5 types of parent involvement include: basic obligations of parents (providing for food, clothing, shelter), basic obligations of schools (utilizing different forms of communication to convey information about the school and their children), parent involvement in school (parent volunteers, parents acting as a audience for school functions or meetings), parent involvement in learning activities in the home (helping children with homework or extending skills that the student is working on in class), parent involvement in governance and advocacy (family members in decision-making roles, advocacy, advisory councils).
>
> Chrispeels (1988) -- partnership activities include: home/school communication (exchange of information between parents and educators that help both in assisting the child to learn); home and school as supporters (at home by attending to basic food, clothing, shelter needs of children; at school, by attending functions such as open house or assisting with fund raising and by educators encouragement of active participation); home and school as learners (parents and educators increase their knowledge and skills relating to responsibilities for children and the ability to work together); home and school as teachers (parental guidance and support for child's formal learning and educators best use of parents in assisting them to extend classroom activities); home and school as advisors, decision-makers, and advocates (parents and educators both involved in advisory councils, PTAs, advocacy groups).
>
> Henderson, Marburger, Ooms (1986) -- home-school relationships include: parents as partners (attending to basic needs of children); parents as collaborators and problem-solvers; parents as audiences (at school functions such as open house, concerts, plays);

parents as supporters (parents act as volunteers, create their own support networks for such things as car pooling and assisting other parents through the educational process); parents as advisors and co-decision-makers.

The three pieces have some common elements: communication is a central process; parents are viewed as partners, supporters, helpers, advisors, and co-decision makers; and both parents and educators share responsibilities for the children. All of these authors are advocating a team approach with consensus building, trust building, and shared decision making and responsibility.

Parents want to be involved with their child(ren)'s education. All efforts that were successful were those that teamed parents and educators at the outset of any program effort. Both parties are necessary for effective policy development, program planning, and program implementation. Discussions with all parties present were found to facilitate communication -- the effects of many barriers were decreased or eliminated by this shared decision making and policy development.

Falvey and Haney (1989) point out that the perceived role of the family in educating sons or daughters with disabilities has moved from being the passive receiver of services to being an active participant and respected member of the educational team. They further indicate that a true partnership between parents and educators is critical to the successful development of an effective program.

Traditionally, parents were viewed as subordinates and negative assumptions were made about families. Parents were viewed as ineffective and dependent upon educators for help in coping with their child's disabilities. Parents were rarely seen as valuable and necessary resources in the planning and implementation of educational programs.

These authors suggest some principles for building constructive parent-educator relationships: (1) The emotional reactions of families of individuals with disabilities are normal, necessary, and protective reactions; (2) Families are capable of solving their own problems; (3) Educators can learn to work effectively within the family system; (4) Progress and/or needs of the child with a disability may not be the most important issue for a family at a given time; (5) The family is the best, most-committed, long-term advocate for the child; (6) There is no such thing as a family that cannot be actively and productively involved in the educational process of a child with a disability; and (7) Families have information about their child with a disability that is critical to the development of a sound educational program. These principles reflect an emphasis on serving families by helping them to identify and prioritize their needs and to seek their own solutions.

Parents encounter many barriers to forming partnerships. Parents do not feel valued as partners in the educational process. Two studies provide information regarding the barriers encountered by parents due to attitudes of educators.

Gerber, Banbury, and Miller (1986) surveyed 145 educators in a six-state region. Results indicated that 50% felt parent participation had merit but 71% felt parents should be given the option of waiving rights to participation and leave decision making solely to professionals. In addition, 68.3% felt that a pre-planned IEP would not affect parent participation; 44.3% viewed parent involvement as a formality. Forty-three percent of these persons felt they did not intimidate parents.

The results of this survey seem to point to a lack of commitment to parental involvement on the part of educators. With 7 out of 10 of the respondents favoring the option of parents relinquishing rights to participation, it would appear that these educators truly consider parental involvement an intrusion and would prefer to be left alone. It would be interesting to know their reasons for favoring such an option. Do they feel parents are too intrusive and overbearing or too apathetic? It is interesting to further note that while those surveyed seemed to indicate that they would prefer not to deal with parents, they also felt they did not intimidate parents.

A study (Abelson and Metge, 1985) of seventy-three elementary level special educators in a midwest city asked these teachers their impressions on parent involvement and support, parent-teacher involvement, and shared responsibility. Of the respondents, 98% believed that parents could improve their own skills for interacting with their own child and 48% believed that parents don't accept the fact that their child needs special education.

These results would seem to indicate that these educators are critical of the parenting skills of parents of children with disabilities. Such attitudes, if correctly interpreted, would make it difficult for these educators to solicit or encourage parental involvement in any form or at any level. It would also appear that almost half of the respondents are making value judgements regarding parental attitudes toward children. Do these results leave doubt as to why parents do not feel valued in the education process?

One of the most often cited barriers was lack of communication (i. e., effective communication). Goff and Hemmesh (1987) suggest guidelines for developing effective communication with parents. They suggest the following: (1) Initiate a contact with parents by phone or letter upon learning that the child will be entering the classroom; (2) Discuss parents' need for feedback on how the child is doing at school, including how the information will be communicated; (3) Know the family's limits for follow-up work at home; (4) During contacts with parents, focus on child's education and development; (5) Be honest in communicating information; (6) Recognize and deal with their own feelings about children with disabilities and their families; and, (7) Think positively about children with disabilities.

Other barriers included transportation (geography), time (scheduling), use of jargon, effective information dissemination.

Kalyanpur and Rao (1989) suggest that empowerment is changing the role of the service provider from that of an expert to that of friend or ally. This would suggest that a shift in role would empower all participants in the child's educational program and that all could "come to the table" with an open mind and ready to discuss possibilities.

Summers (1990) adds confirmation to the above suggestion by noting that families of children with disabilities are not disabled families; that the family is the ultimate decision maker with respect to the child; and that programs and service providers should be sensitive to the emotional needs of families.

One avenue for improving educator attitudes and abilities to work with families is through the teacher preparation programs. Hutchinson and Haring (1982) and Blackburn and Baum (1986) suggest that undergraduate education programs need to provide courses which allow for the development and acquisition of parent interaction skills.

A positive note is that we were able to identify some parent interaction coursework included in undergraduate teacher preparation programs in Indiana. In calling some of the universities having special education teacher preparation programs, we identified three having a specific undergraduate course which deals with effective parental relationships.

In addition, administrators need assistance in techniques for including parents as decision makers and policy developers. Educators and service providers should be provided with training in special education procedures and how to conduct effective parent-teacher conferences/interactions.

Turnbull (1988) discusses the assessment of family strengths as an important aspect of establishing effective partnerships. She states that "family-centered goals, which requires taking a long-range view of family needs, is the future of family-professional partnerships in the field of mental retardation." (p. 262)

Achieving partnerships is difficult. This takes much effort and sustained commitment on the part of all constituencies. To have equal participation, persons must assume an active role (MacMillan and Turnbull, 1983). Shared decision making, policy development and program implementation are great rewards for the effort and the commitment and yield the ultimate reward -- better services for our children.

PARENTS SPEAK

Considerable interest currently is surrounding the issue of collaboration between parents of students receiving special education services and those educators providing services. While Congress mandated parental right to participation in the educational process with the passage of P.L. 94-142, the methods for planning and implementing this parent/educator collaborative relationship were left unaddressed. Parents and educators have been left to struggle on their own in an attempt to forge an alliance that proves mutually beneficial and achieves the overall objective of providing the best possible services needed for special education students to maximize their potential.

Any discussion of collaboration must include views expressed by the principle parties involved, parents and educators. In an effort to assess parental opinions, attitudes and perceptions regarding collaboration, surveys were sent to parents throughout the state of Indiana. In addition, parents attending the Indiana Families Uniting summer general membership meeting and parents attending the 1991 national conference of the Autism Society of America were asked to participate in this study.

The Indiana parent survey was mailed to approximately 232 parents representative of the special education parent population in the state. This group represented a full range of disabilities and special education placements and encompassed students from preschool through secondary school age. Responses were received from 74 parents or 32% of those surveyed.

The survey instrument included twelve (12) items (See Appendix C). In an effort to identify respondents who represented a complete cross section of the Indiana special education population, parents were asked to note their child(ren)'s age, disability, and educational placement as well as the number of years they, as parents, have been involved in working with special educators. Geographic information and community size was also requested to insure that the geographic distribution throughout the state was equitable.

Neither the survey instrument nor the cover letter defined the term collaboration. This attempt not to influence responses proved to be confusing to a number of the participants. Respondents were asked if they currently participated in a collaborative partnership and to describe the partnership. They were also requested to identify collaborative efforts that might exist within their school district even if they chose not to participate.

Those surveyed were asked if they felt comfortable as members of their child's educational team and if they considered themselves to be valued team members. Factors contributing to their level of comfort or barriers inhibiting their level of comfort were also identified.

Parents were asked to describe support services that might, in the future, be offered by the school to strengthen the parent/educator partnership as well as to characterize their ideal collaborative relationship.

Furthermore, parents were asked to describe any role, considered to be traditionally 'professional', that they held in addition to parenting a child with special needs. Respondents' names and addresses were optional.

The results of this survey proved to be enlightening and not unexpected, supporting the *a priori* hypothesis that parents of children within the special education population are not completely content in their current relationships with the educators responsible for their children's programming. Though concerns were voiced, many parents indicated that they were accepting of their collaborative relationship, but hoped for improvement in the future. While the responses given by parents provided much useful information regarding the current state of collaboration within Indiana and offered suggestions to enhance and improve collaboration, many additional questions were raised. In addition to describing the parental responses, this report will attempt to delineate some of those questions which may prove useful in initiating further study on this issue.

In response to survey question six (6), "Do you currently participate in a family-school collaborative partnership? If yes, please describe," many parents indicated that they did in fact participate in case conference/IEP meetings. This was often seen as the total extent of collaborative efforts. Of those responding to this survey item, 35% felt they did participate in a collaborative relationship while 38% felt they did not. It is interesting to note that 22% of the parents were not sure what collaboration is or if they were in fact involved in a collaborative effort. One parent noted this concern by replying, "I wish I knew what that means." Many indicated that the only collaboration option available was through participating in the IEP conference. Conversely, several parents provided very positive responses with such comments as, "...actively participate in IEP process... daily communication with son's school," and, "I am always informed and encouraged to participate."

Item 8 of the survey asked, "Do you feel your input is valued and that you are an equal member of your child's education team?" Of those parents responding to this item, 53% felt that they were valued team members, 26% felt they were not, with several responding "absolutely not" or "definitely not". Approximately 19% felt they were sometimes valued as team members, but only because they were assertive, as evidenced by such responses as, "I have to force myself," and "I will allow nothing less."

One mother felt that while she did see herself as a valued team member, the other team members "think I'm a little crazy". Some parents saw themselves as the only team member and as the participant doing the most work. "They (schools) don't want parent involvement," was one reply. Another parent felt she was penalized for her efforts to be involved in her child's educational process.

Those parents who felt they were valued team members credited hard work and time spent educating themselves in the rights of parents and children. Many felt that more time would be needed before all parents would reach this level of personal satisfaction.

Item 9, "Are you comfortable as a member of your child's education team? If yes, what contributes to your level of comfort? If no, what effort(s) would make you feel more comfortable," yielded interesting results. Of those responding, 73% stated that they were comfortable in this role. Comments such as, "I am aware of what rights I have and services my child is entitled to," reflect the fact that 48% of the positive responses can be attributed to the fact that these parents are knowledgeable about the special education process.

Those parents not feeling comfortable amounted to 27% of the total responses. A variety of barriers to comfort were noted with replies such as, "I find it depressing... three or four staff sit across the table from my husband and myself," or "...not valued as a person who has input...treated as a trouble maker."

Even those parents who responded positively voiced concerns. "I have had good communication with the director of the special education coop, but it has only been because of my initiation and I am insulted when my phone calls or letters... are not returned or acknowledged."

Responses to item 10, "What supports or services might your school system provide to increase or strengthen family-school collaborative partnerships?", offer many worthwhile suggestions and recommendations. These suggestions include workshops and training for both parents and educators, parent/family support activities, parent representation on advisory councils, and parental input in policy decisions.

Requests for trainings and workshops accounted for 40% of the responses given. Parents felt that inservice opportunities should be made available to teachers, related service personnel, and administrators, as well as to families. One parent suggested that a parent advocate/trainer be part of the special education cooperative staff.

Item 12, "Briefly describe your ideal collaborative partnership," brought the most varied and unique responses. Two-thirds of those participating in the survey discussed their ideal partnership. While responses were varied, recurrent themes surfaced. Most prevalent was the need for teamwork. One parent eloquently noted, "...one in which actively involved parents are not perceived as adversaries, but active team members in the development of all programs, policies and procedures. Not just parents who are PTA parents, but those who see areas needing improvement and are willing to work toward that improvement." Another wrote, "...where the teacher and parent work as a team on equal basis and are open to suggestions." Other considerations included open and honest communication, respect for all parties involved, equality, validity, and a shared vision of common goals.

While some parents claimed that an ideal collaborative partnership is only a dream or cannot possibly exist, most shared visions of a relationship that would prove mutually beneficial to educators, families and students alike; a structure where everyone works together for a common purpose.

The responses given to the parent survey offered many insights into the attitudes of parents with regard to collaborative relationships, more questions were generated. Due to the time constraints of this project, many of these questions are left unanswered at this time. Perhaps a further study will be forthcoming.

A number of the parents responding to this survey seemed unsure as to whether or not collaboration existed in their areas, and if so, whether or not they participated. This uncertainty appeared to center on the use of the term "collaboration." Perhaps this indicates a future need for a more specific, less cluttered definition of collaboration. With a clearer understanding of the term and the wider range of collaboration opportunities, how do we help educators and parents become aware of the possibilities?

"Bad feelings" seem to have plagued collaborative efforts in the past and continue to threaten new advances. How can these feelings be overcome so that mutual trust and respect can develop in order to lay the foundation for true cooperation? If trust building is needed, how and where do we begin?

Many respondents stated that they were, in fact, comfortable as members of their child(ren)'s educational team. Often this comfort was a direct result of their assertiveness and prior training. If this is true, can training opportunities make other parents feel equally comfortable? What resources are currently available in the state of Indiana and how do we make these resources available to a larger portion of the population?

Finally, how much collaboration is the right amount of collaboration? We cannot assume that participating in X number of activities will bring about a true collaborative relationship for every family of a child with disabilities. Each family would need a different type and level of involvement. How would this be managed?

In a number of the parent (and special education directors') responses, parent training was suggested as a possible support service. While in fact, education on these issues may be seen as a need by parents in search of support, is the word "training" the correct term? Should parents be trained? Would it not be better to strive to inform, empower and enable parents? Efforts should be directed at meeting those needs which they identify for themselves and not what someone else dictates for them. The goal is respect and equality. Participants who meet on equal footing, to share and learn from each other, would have this equality and develop mutual respect.

Several respondents noted that educators might make use of parent needs assessment tools in an attempt to become aware of parental needs and concerns. If this were done, perhaps parents and educators could work together to develop individualized plans for collaboration. The fields of Early Childhood Education and Early Intervention currently seek to serve the family, not just the child, in recognition of the fact that the child is a part of the family and the family is part of the community. This model might be incorporated into a more broad vision of educational planning than is currently in use. Possibly Individualized Education/Family Plans are the wave of the future.

Several general impressions were drawn from the study of these parent surveys. One is that trust is present, but fragile at one end of the spectrum and nonexistent at the opposite end. Parents feel that the school views them as adversaries and trouble makers while they, in turn, view the school in much the same way. Mutual respect appears to be lacking in many instances and must be considered as a foundation on which trust is built.

Many parents felt they were not equal partners. One parent wrote, "I am just a parent, but that has been 3/4 of my problem in dealing with special education," while another asserted her equality by writing, "I am a 'professional' special education parent."

For respect and trust to develop, open and honest communication needs to be established. Principle parties must be willing not only to talk with each other, but also to listen carefully and openly. When communication is frequent, open and honest and participants develop respect and trust for one another, parties can then sit down together and share their visions, develop common goals and plans for implementation. At this point, one parent's dream would be realized when everyone "would be open to more options and no one would be hindered by pre-existing paradigms of the way things have always been done." Collaboration would be a reality.

INDIANA'S DIRECTORS OF SPECIAL EDUCATION SPEAK

Indiana's seventy-eight directors of special education were surveyed by mail. The survey's content mirrored the questions asked of the parents. Initial response was low; only nine surveys were returned by the requested date. Three others were returned (and included) a bit later.

In an attempt to increase the response rate, follow-up telephone calls were attempted by project staff. Only three more directors were reached. The low response rate is attributed to the fact that most of the project activities were conducted during the few weeks directors were able to be on vacation or during a time of peak activity, i.e., the beginning of the new school year. When directors were contacted, they were cooperative and interested in the project.

Characteristics of the responding 13 directors:

- These directors have been in their positions from 1 month to 18 years. They have a total of 99.25 years of experience, an average of 7.6 years. (In the case of the two directors who were new to their positions, (i.e., one and two months), both had been assistant directors for 3 years and 2 years, respectively.)
- These directors have been in special education from 9 to 24 years; the average is 18 years.
- Geographically, the state was represented. Six respondents indicated their area to be urban; 5, rural; 1, suburban; and 1 rural/suburban.

When asked about current collaborative efforts (question 4) in their school system, directors responded in what we consider to be "traditional" terms, i.e., IEP meetings, parent advisory councils, parent-teacher conferences, PTAs, and parent volunteers in the schools.

Regarding collaborative efforts that have proven most effective (question 5), the most frequent response was parent training. Other efforts included parent organization to support families or the educator and family meeting together. These answers bear out the need for team building and inclusion of the family as co-decision makers and policy planners.

In terms of barriers encountered, directors indicated transportation, scheduling, clear communication, and low parent turnout.

In reviewing the surveys, we noted comments by some directors which seemed to indicate a less than complete understanding of the grief/mourning continuum experienced by parents of children with disabilities. A lack of sensitivity in this area may prove to be a barrier to collaboration.

When asked what supports are needed to strengthen or increase collaborative efforts (question 6), directors indicated time, money, communication, examples of model programs that work, and having a parent on staff. Directors also expressed the need for more opportunities for joint meetings and inservice opportunities.

The need for team building and shared decision making, policy planning, and program implementation rang loudly in the responses to question 6. Sample comments follow:

- Increased participation of both teachers and parents.
- More joint meeting/inservice opportunities.
- It would be helpful to have a parent on staff full-time to answer questions, talk with new parents and assist them with the special education system.

While directors were asked if they specifically allocated funds for parent programs, the information provided was sketchy at best. Two indicated some comprehensive system of personnel development (CSPD) money is used and two, money from federal sources.

When asked about parent advisory councils (question 8), eight indicated that they did have such councils. However, of the eight, two are new and two are not active. Only one director commented that "Yes, a very active, strong and supportive council."

Review of this survey item would seem to indicate that while 8 of 13 cooperatives responding had parent advisory councils, they do not seem to be utilized to their potential. Parental concerns regarding the exclusivity of the councils and indications of how the councils are used would seem to be areas for mutual inservice and team building. In addition, these would be ideal opportunities for trust building for all parties and to strengthen communication.

Finally, in question 9, we asked the directors about their ideal collaborative partnership. The directors' comments echoed those of parents. Their comments are best represented by their own words:

- Working together toward positive development and improvement of services.
- Mutual respect and sharing, less adversarial.
- It would be ideal to have 3 or 4 parents from each disability area and level to work with the administration on helping new parents, legislation, PR and fundraising.
- Frequent involvement, open communication.
- 1 person hired specifically to coordinate collaborative efforts and maintain communication between schools and homes.
- Board members, administrators, teachers, and parents would work a team to provide the best services possible for the children we are all asked to serve.
- First of all, there are no barriers between the parent (community) and Director's office. Parents are free to provide input and have a general stake in the success of the organization. Parents are willing and valued partners in the total process of educating our kids.

Some observations from the project staff:

- There is misunderstanding about the use of the term "collaboration."
- While IEP meetings and parent-teacher conferences should be collaborative efforts, they frequently are not. In addition, opportunities for collaboration exist but are missed or even ignored. These opportunities must become positive elements of programs. One such example is the use of parent advisory councils. Inservice for all persons (parents, educators, administrators) is needed on the use and implementation of parent advisory councils (PACs).
- The directors seem to want communication, team building and parent involvement.

- True collaboration requires a commitment from the administrative level. Administrators should entrust the planning and implementing of the program to a coordinating team. The team should be composed of an educator whose sole task is assisting collaborative efforts and a parent of a child with disabilities. Team members should be equally compensated and regarded for their endeavors. The team must work for effective communication through many vehicles and must have responsibility for shared decision making, policy development, and program implementation. It should be noted that many parents also serve in the role of educator. In difficult economic times, it might be tempting to try to get "more bang for the buck" by having a person qualified to serve in both roles attempt to carry these activities out alone. This is not the most effective arrangement. The critical element is the team, not the credentials.

INDIANA PROGRAMS

Indiana's collaborative efforts generally are in the infancy stages. Some programs that promote collaboration include:

- In*Source -- One of the longest established of Indiana's collaborative efforts is a Parent Training Information Program based in South Bend. This program provides training for parents in the IEP process, parental rights and responsibilities, special education laws, and advocacy.

- Parents in Touch and Methods for Achieving Parent Partnerships (MAPP) -- This program is sponsored by the Indianapolis Public Schools and its purpose is to increase parent involvement with the schools and improve home-school communication. Activities include dial-a-teacher phone line available five nights a week for homework assistance, a recording of school activities accessed by telephone, parent education workshops, student/teacher/parent contracts and work folders, and Family Math, TIPS-Math, and TIPS-Science programs. While this program is not specifically for children with disabilities, they may participate.

- In the concluding weeks of this project, we became aware of a collaborative program beginning in one of the state's larger special education cooperatives. While the program is still in the developmental phase, several parents and the special education cooperative director from the region indicated that they hope for progress and positive outcomes in developing a corporation-wide, home-school collaborative program.

PROGRAMS IN OTHER STATES

The state directors of special education in the forty-nine other states and Washington, D.C. were contacted via letter and asked to provide contact information for programs that the directors or their designee considered collaborative. We received responses from 14 other states and Washington, D.C. Due to the time constraints of this project, we were unable to contact these programs. The responses of the state directors are provided, as we received them, in Appendix D.

MODEL PROGRAMS

Several other states have programs that are worthy of note. ALL of these programs have the common cornerstone of the team of parent and educator working together. Contact information for these programs is listed in Appendix D.

Florida

Perfect Harmony is co-sponsored by Hernando District Schools and Florida State University. The purpose of the program is to enhance health and leisure participation opportunities for persons with disabilities by providing adaptive leisure activities and recreation programs.

In addition, the program provides training to parents, legal guardians, and other family members to enable follow-up instruction in the home. The program utilizes parents, instructional aides, peer tutors, and other community volunteers. Program participants come from the public schools, public service agencies, and the community at large.

The strengths of this program (as viewed by project staff) are parent follow-up and inclusion of the community at large. Leisure is an important and often overlooked aspect of an individual's life. This program might be incorporated with others to provide a full range of activities to individuals.

Iowa

The Iowa Department of Education, Bureau of Special Education sponsors the Parent-Educator Connection Project. The Department employs a parent and an educator to provide assistance to each Area Education Agency (AEA). Each AEA has a parent (of a child with a disability) and an educator on staff.

Responsibilities of the AEA staff include: locating resources, conducting inservices for parents and educators, providing newsletters, facilitating meetings such as support groups, and loaning resource materials.

The advantages of this program are the commitment from the state level and the use of the parent-educator team.

Minnesota

PACER Center, Inc. was established in 1977 as a training and information center for parents of children with disabilities. The Center continues to serve as the regional PTI project. The Center provides individual technical assistance by telephone. This includes answering questions about special education procedures, adult services and how to obtain them, rights and responsibilities in the educational system, and computer technology.

A variety of written materials are available, explaining the IEP process, programs and services available for older students, etc. Most of these materials are free to Minnesota parents of children and young adults with disabilities.

PACER also offers workshops to parents of school-age children on the special education laws, parental rights and responsibilities, assessment process, computer adaptations, and communication. Workshops offered to parents of young children include helping parents work through feelings of isolation, learning to work with many service providers (being an active partner), developmental needs of the child, and services to help children obtain their greatest potential.

The advantage of this program is the strong assistance offered to parents. The Center enjoys a fine reputation.

Ohio

The Ohio Division of Special Education plans to fund three Parent Mentor pilot projects. The purpose of these projects is to provide information and support to parents and to foster parental involvement in their children's educational programs.

The RFP for these projects was mailed August 16, 1991 with proposals due October 4, 1991.

This project will be interesting to track. It is hoped that Ohio would follow the wisdom displayed by those states making a commitment at the state level to shared decision making and program implementation. Hopefully, these new programs will get off the ground with teams in place and enjoy success and effective service provision.

Pennsylvania

The Mentor Parent Program is a federally funded project offering the expertise of parents in informing and assisting other parents new to special education. Services offered include: advice and information on understanding parental rights, special education laws, and regulations; certified mentor parents will accompany other parents to IEP meetings; transportation assistance to IEP meetings; information and referral service via an 800 telephone helpline; educational programs for parent groups, educators, and agency professionals; and a parent resource directory.

Rhode Island

The Department of Education created the position of Parent Training Specialist. The person currently serving in this position is the mother of three children with disabilities and holds a master's degree in special education.

She provides training in the areas of IEP process, transition planning, LRE awareness, integration, and exceptional parent training. Two training areas (i.e., involving hard-to-reach parents and teaching special educators to share power and involve parents in the IEP process) are being developed.

The advantages of this program include the commitment from the state level in hiring a parent. In addition, when the Parent Training Specialist offers inservice programs, she team teaches with another educator.

The potential disadvantage of this program would be in not using the parent/educator team approach. While it could be tempting, given that this skilled mother also holds special education credentials, by providing these services alone she might not have the same effectiveness and shared perspective. The team approach is critical to success.

West Virginia, Virginia, Maryland, and Kentucky

A state team consisting of a parent and an educator is established to oversee regional and local efforts and to train other teams.

Regional Parent Resource Centers are established, each staffed by a team of parent and educator. All of the regional centers provide training, serve as a contact point for families as they seek services for their children, link parents with other parents, initiate and facilitate family support groups, provide support services to families in their homes.

In addition, each center provides services unique to the region served. Some of these services include surrogate parent training; discussion forum; lending library of toys, books, magazines, and videotapes; and workshops for understanding preschool services.

We view this as an exciting model and offering much potential for replication in Indiana. The hallmark strength of the program is its team approach. This is demonstrated both at the state level as well as at the regional level.

Because the program is in place, representatives could easily visit the programs to have a first-hand look at implementation strategies. In addition, a state team from Indiana could participate in training to set up a local site. This training is offered on a regular basis for regions wanting to establish a center.

Another advantage to this model is that it would be relatively cost effective to implement. Much cost could be saved in that we would not be "reinventing the wheel."

Training packages which are described later in this report are excellent and could be used in Indiana.

An evaluation of these Parent Resource Centers was conducted last year by Dr. Stephen Chitwood, an independent evaluator, in cooperation with Dr. Nona Flynn. The study indicated that the states of West Virginia and Virginia, cooperating with the Parent Educational Advocacy Training Center (PEATC) in Alexandria, Virginia initiated this project in 1983.

The data for the study was collected from 29 established Parent Resource Centers. Most of the Centers were located in Virginia and West Virginia, with a few in Maryland and Kentucky.

The results of the study were very positive. Parents indicated that they acquired a greater sense of the importance of their roles in the education of their children; more positive attitudes and behaviors toward working with educators; and their perceptions of school systems were changed.

Educators reported that they had become more informed and more sensitive to the needs and concerns of parents; they had gained knowledge and skills to work more effectively with parents; and they understood more fully the importance and contributions of parents.

We feel these results are impressive and indicate that such a model allows the team concept to be used to produce the best outcomes possible for all constituencies.

All States

All states now have an active Parent Training and Information Center (PTI) project. These projects serve to provide training and resource assistance for parents. All are good resources for persons exploring the issue of parent-educator collaboration.

MATERIALS REVIEWED AND TELEPHONE CONTACTS

Some individuals sent us materials for review. These materials are presented below.

From Florida:

From: FLLRS Clearinghouse/Information Center
Bureau of Education for Exceptional Students
Division of Public Schools
Florida Department of Education
Knott Building
Tallahassee, Fla 32301
904/488-1879

A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students June 1983
Vol IV-F: Parent Involvement Program for Emotionally Handicapped Students
Part II: Parent Activities Index

> Contains activities in the areas of child management, instructional child care (learning home environment), emotional child care, physical child care, family impact, and personal skills.
>
> Each activity includes the goal, materials needed, prerequisite skills, the activity, the approximate completion time, and suggested follow-up.

Building Rainbows: Kids Helping Kids
A Peer Tutor Program that Works
by Joanne Scaturro 1985

> This manual describes peer tutors, benefits of the program, how to start a program, and how to implement and maintain the program. Included are activities and resources.

Parent/Professional Task Force Report 1988
Involving Minority & Isolated Parents in the Education of Their Exceptional Students

> The task force report discusses trends in the schools by describing the issues, recommendations, strategies and resources related to increased involvement of minority and isolated parents in the schools. A reference list is included.

Parent Services to Support Florida's Exceptional Students 1986

This report was prepared for the State Advisory Committee for the Education of Exceptional Students and the Bureau of Education for Exceptional Students, Florida Department of Education. It was prepared by the Parent Services Executive Planning Committee. The report includes goals and objectives for improving and expanding parent services as well as recommendations for implementation.

From: Perfect Harmony, Florida

A ten-minute videotape describing the Perfect Harmony program.

From: Rhode Island
Office of Special Education
22 Hayes Street
Providence, RI 02908

Transitions Helping Young Adults with Disabilities Build Bridges from School to Community A Resource Manual for Parents and Professionals 1988

A helpful transition planner that includes sample ITP forms, areas to consider in planning transition, and reprints of articles dealing with transition.

Guide to Adult Services August 1988

A resource to accompany the training on transition, the manual provides a listing of adult service agencies, services provided by the agency, and contact information.

Handouts on the Least Restrictive Environment

A set of handout materials covering the least restrictive environment. The materials include a bibliography and listing of feature presentations and videotapes.

Handbook for Parents -- Rights and Responsibilities

Hmong	September 1984
Portuguese	September 1984
Spanish	September 1984

This handbook describes parental rights and responsibilities in the special education system. Each of the three versions listed above includes facing pages of the language listed and English.

Instructor's Manual
Parent Training Program for IEP

This manual is used to introduce parents to the IEP and the special education process.

Handbook for Parents of Children with Special Needs
revised by Connie Susa, 1984

The handbook includes sections on laws, identification of students with special needs, the evaluation process, the IEP, placement and follow-up, parents' rights and responsibilities, and resources.

Special Education Advisory Committee Training
Trainer's Manual 1984
by Joan M. Karp, Assistant Professor, Rhode Island College
prepared for the Rhode Island Department of Education, Special Education Unit

This training manual is used to prepare parents and educators for establishing and effectively utilizing special education advisory committees. Included are four units: Legal for Advisory Committees; Advisory Committees, Meetings, and Organizational Procedures; Special Education Advisory Committee as an Advisor; and Special Education Advisory Committee as an Advocate.

Guide to Children's Services

A handbook listing state agencies, advocates, organizations in Rhode Island, and national toll-free telephone numbers.

FROM: West Virginia

Partnership Series Workshops: Module 10
Trading Places: Improving Understanding Between Teachers and Parents

This excellent training package is one of a series. The package includes all materials needed to conduct a workshop addressing communication skills and understanding between parents and teachers.

The manual, in a loose-leaf binder, includes the trainer's materials (with transparency masters, notes, activities, handouts) and participant materials. A video tape accompanies the module.

Other titles in the series are as follows:

1. Teachers' Strategies for Involving Hard-to-Reach Parents
2. Teacher/Parent Coaching Teams in Special Education
3. Building Cooperative Relationships Between Parents and Professionals
4. Career Education: A Joint Venture
5. Career Education II: Exploring the World of Work
6. Thriving in the Mainstream
7. Can We Talk? Communicating About Mainstreamed Students
8. Moving on from Preschool
9. Making Friends: Social Integration on the Secondary Level

In addition, we had telephone conversations with persons conducting some of these model programs or contacted as a result of the literature review.

Persons contacted from model programs included the following:

Michael Iannella, Project Coordinator of Perfect Harmony: He described the program for us and discussed the benefit of the adapted physical, social and recreational program.

Connie Susa, Parent Training Specialist, Rhode Island Department of Education: She described her position, indicating that it was created when the State Special Education Advisory Committee recommended that the Department of Education provide more than just IEP training to parents and educators. (Rhode Island did not have a PTI project prior to created several teaching modules which she uses in training parents and educators. (See above for topics.) Parents are referred to her by school evaluation personnel.

Gail Walker, Project Director, Mentor Parent Program, Pennsylvania: This program serves as one of three PTIs in Pennsylvania. It is parent created and parent run and evolved out of a need identified by a Parent Advisory Council. The program uses local mentors, local teachers, and local resource professionals to assist parents in all aspects of their children's exceptionality. The program is federally funded and currently operates on an annual budget of $32,000. The program is entering its third year of funding and will soon be competing for additional operating funds. Currently served are 17 school districts in 5 counties and are hoping to expand to cover 11 counties. Mentor Parents are certified by obtaining two letters of recommendation (one from a parent and one from an agency or school) and a screening process to eliminate persons who might feel this program will permit them to wage a vendetta. Mentor parents receive extensive training and provide advisory, educational, and moral support; not legal support.

Diane Diangelo, Parent Involvement Center: She provided several contact references including Joyce Epstein. Was not sure of efforts specifically targeted to families having children with disabilities.

Don Davis, President, Institution for Responsive Education, Boston: indicated his work to be with all families. Did not know of particular efforts for families having children with disabilities. He serves as Co-Director of a new center titled Family, Community, Schools and Children's Learning Center. This is a consortium of university with Boston University serving as the central connection. Joyce Epstein is the Co-Director.

Joyce Epstein, Co-Director of the Family, Community, Schools and Children's Learning Center. She is based at Johns Hopkins University. She works with all families and referred us to the article written by Ron Brandt published in Educational Leadership. We had reviewed this article and it is cited in Appendix B. The article discusses five types of family involvement (see literature review) which she feels to be appropriate for all families.

Mary Pat Farrell, West Virginia Department of Education: She is the educator on the state team. In three conversations, we discussed the model program undertaken jointly by West Virginia and Virginia. She stressed the importance of commitment from the state level and using the team -- having both the parent and the educator perspectives is crucial for success.

Joanne Scaturro, Florida: She discussed the importance of having both parent and educator perspectives in any collaboration venture.

In addition, we talked with some parents throughout the four months of the project. These conversations included clarification for persons responding to the survey and persons attending conferences. Their comments are reflected in the Parents Speak section of this document.

CONCLUSIONS AND NEXT STEPS

Several conclusions were drawn from this four-month study and thoughts were developed about some possible next steps if Indiana were to pursue a statewide family-school collaboration project.

First, it was concluded that **family-school collaboration across the state of Indiana could be improved through the development of a state project which would provide leadership and serve as a resource to local schools and special education planning districts.** Responses from parents and special education directors in the state evidenced misunderstandings; parents who did not feel that they were a valued partner in the efforts to educate their child(ren); and, opportunities to increase collaboration, to clarify what collaboration is, and to increase awareness and sensitivities to the problems faced by parents and by school officials. A state project is viewed as essential in contrast to promoting local or regional programs without a state-level coordinating project to provide leadership and direction.

It was also concluded that **there are successful models used in other states which Indiana could draw upon if it chooses to pursue a state project to enhance family-school collaboration.** We would especially encourage consideration of adapting an approach similar to that used in West Virginia, Virginia, Maryland and Kentucky. The model is in place, has been evaluated and found successful. Materials and training are available to allow transfer of information to key persons in Indiana to implement a program. See page 21 for the discussion of the model. Examples of the materials from this project designed for training have been purchased and are located at the Blumberg Center for Interdisciplinary Studies in Special Education and at the Division of Special Education.

Another conclusion is that **a critical element to a successful family-school collaboration program is the teaming of a parent with an educator.** This teaming approach was considered essential by those implementing successful programs and evidenced in our own approach as the different perspectives helped to bring a balance and increased sensitivity. With the very essence of the project being collaboration, the involvement of a team of parent and educator at the state-level project and regional and local-level projects is a must.

Some next steps which might be considered include the following:

Additional information could be gathered to develop evidence for the need for such a state project, this project identified several contacts in other states which could be pursued. We had limited input from parents and directors in Indiana due to conducting of this project during the summer. More information could be gained from parents and directors with contact during a period in which school is in session. This study prompted some additional questions which could be asked and some thoughts about the need to define or clarify the term "collaboration" if additional surveying were undertaken.

Dissemination of information about this project could be used to help stimulate discussion and increased consideration about the possibilities and potential of family-school collaboration projects in Indiana. Copies of an executive summary of this report have been provided to the Division of Special Education for such dissemination. Key leaders of parents groups and of educators might be invited to special meetings to discuss the concept, and to explore interests in enhancing such collaboration in the state.

Family-School Collaboration should be considered for its benefits for the total school population, not exclusively for those parents and educators concerned about children with disabilities. There is widespread recognition that the family and school must cooperate as part of the needed support for students to reach their potential. This applies to all students, including those with disabilities. An approach to family-school collaboration which had the broader base of the entire school community rather than the more exclusive special education focus would be beneficial to more students and could enhance the resources and acceptance available for the project. There would be implications to this broader approach which would have to be determined and examined. For instance, projects focusing on collaboration with parents would have to provide for parents of children with disabilities to be involved; there are specific needs for special education administrators and others in the delivery of special education to have sensitivities increased to the impact of the grieving process and other adjustments parents make as they negotiate parenting a child with disabilities.

A team (or teams) of a parent and an educator could be formed to conduct preliminary activities leading to more detailed information. Activities which could be undertaken by such a team(s) might include, but not be limited to, obtaining job descriptions from personnel on state level teams and model programs such as those previously cited. Exemplary programs should be investigated in greater depth, ideally through on-site visits and participation in training. Subsequent to these visits, the Indiana coordination team could develop both short-term and long-term plans to implement a state-wide, coordinated family-school collaboration program. Other considerations to pursue would be linking with other Department of Education officials and key leaders in education to determine interest and possibilities of the broader approach. Funding possibilities would be an area to explore including possible federal grants.

APPENDIX A

Literature Search Citations

Reference List

The following 111 citations resulted from a search of the ERIC data base using the descriptors family or parents and cooperation and special education. These citations do not appear in any particular order.

ED320893
AUTHOR(S): Stimson, Wanda.
TITLE: COPE: Collaboration Options for Parents and Educators. Training Program Outline.
PUBLISHED: 1990

ABSTRACT: An outline for a communication strategies training program/workshop is provided that is specifically designed to meet the preservice and inservice needs of special educators. It is based upon the collaborative consultant model and provides specific, but flexible, training plans. The various communication strategies are described: (1) empathetic listening, (2) brainstorming, (3) paraphrasing, (4) feedback, (5) defusing, (6) negotiation, and (7) problem solving. Activities for the development of skills are provided and suggestions for appropriate scenarios are given. There are sufficient materials for a 2-day workshop or it could be tailored for less time or for presentation on an ongoing basis (Author/JD)

EJ410260
AUTHOR(S): Margolis, Howard. Brannigan, Gary G.
TITLE: Strategies for Resolving Parent-School Conflict.
SOURCE: Journal of Reading, Writing, and Learning Disabilities
International v6 n1 p1-23 Jan-Mar 1990
NOTE: Theme Issue: Resolving Parent-School Disputes under the
Education for All Handicapped Children Act.

ABSTRACT: This article examines the origins of parent-school conflict, identifies common errors that exacerbate difficulties, provides strategies for resolving conflicts and improving relationships, and proposes an alternate course of action if these approaches fail. Empathetic listening, trust building, and systematic and intuitive modes of problem solving are discussed. (Author/PB)

EJ410262
AUTHOR(S): Brock, Kathryn A. Shanberg, Robert.
TITLE: Avoiding Unnecessary Due Process Hearings.
SOURCE: Journal of Reading, Writing, and Learning Disabilities
International v6 n1 p33-39 Jan-Mar 1990
NOTE: Theme Issue: Resolving Parent-School Disputes under the
Education for All Handicapped Children Act.

ABSTRACT: This article provides guidelines to help school personnel establish and maintain productive relationships within the legal framework governing special education. Special attention is given to conflict resolution, especially in cases of disagreement on students' individualized education plans. The role of parents in these team efforts and relevant legislation are also discussed (Author/PB)

EJ410263
AUTHOR(S): Fielding, Pamela S.
TITLE: Mediation in Special Education.
SOURCE: Journal of Reading, Writing, and Learning Disabilities International v6 n1 p41-52 Jan-Mar 1990
NOTE: Theme Issue: Resolving Parent-School Disputes under the Education for All Handicapped Children Act.

ABSTRACT: This article presents a perspective for viewing mediation in resolving conflicts between parents and school personnel about the education of handicapped students. The appropriateness of mediation as well as its limitations are discussed, as are current uses of mediation in special education and legal problems and issues arising from its use (Author/PB)

EJ410264
AUTHOR(S): Cornwell, Janet R. and Thurman, S. Kenneth.
TITLE: Public Law 99-457 and Family-Centered Services for Preschool Children with Special Needs: Some Directions for Practice.
SOURCE: Journal of Reading, Writing, and Learning Disabilities International v6 n1 p53-62 Jan-Mar 1990
NOTE: Theme Issue: Resolving Parent-School Disputes under the Education for All Handicapped Children Act.

ABSTRACT: This article discusses provisions of Public Law 99-457 and suggests that this law sets the stage for the development of family-centered services for young children with disabilities. The approach presented emphasizes identification of families' strengths and needs as a basis for implementing community-based programs, with professionals serving as facilitators and supporters (Author/PB)

EJ410267
AUTHOR(S): Hogan, Janet.
TITLE: Advocating for Children: A Parents' Guide.
SOURCE: Journal of Reading, Writing, and Learning Disabilities International v6 n1 p81-88 Jan-Mar 1990
NOTE: Theme Issue: Resolving Parent-School Disputes under the Education for All Handicapped Children Act.

ABSTRACT: This article describes how parents may use individualized education program reviews, prehearing conferences, and mediation to resolve parent-school disputes in accordance with Public Law 94-142's due process hearing system. Specific guidelines for meetings with school personnel are offered. Examples are given of prehearing conferences and parents' roles and opportunities in their execution. (Author/PB)

EJ416647
TITLE: A Local Team Approach.
SOURCE: Teaching Exceptional Children v23 n1 p44-46 Fall 1990 0040-0599

ABSTRACT: An interagency team approach to planning and implementing successful school-to-work programs for students with disabilities is recommended. Roles of special educators, vocational rehabilitators, vocational educators, parents, and students are identified. Specific ways to counter such local obstacles as lack of transportation, lack of funding, and lack of parent participation are suggested. (DB)

EJ413198
AUTHOR(S): O'Sullivan, Patricia.
TITLE: Early Intervention Practices with Families of Children with Handicaps.
SOURCE: Mental Retardation v28 n3 p169-76 Jun 1990 0047-6765

ABSTRACT: A survey of 989 service providers for handicapped children, age 0-6, examined the degree to which early intervention activities focus on the family. The survey assessed perceptions of the value of working with parents, time devoted to family-focused activities, kinds of services offered, achievement of objectives, and factors impeding services. (Author/JDD)

ED325176
AUTHOR(S): Vaughn, Suzanne A.
TITLE: Student Services and Retention for Welfare Students.
PUBLISHED: <1990>

ABSTRACT: The Public Assistance Comprehensive Education (PACE) program was established by Tompkins Cortland Community College at the request of the New York State Department of Social Services (DSS) and in cooperation with local DSS offices. PACE offers up to five semesters of vocational training to individuals receiving Aid to Families with Dependent Children. Other PACE services include pre-enrollment assessment, program selection assistance, basic skills development, financial aid, coordination with DSS, and academic support, such as assigned academic advisors and weekly appointments with counselors. Job development and placement activities were introduced during fall 1987 for students planning to graduate within two semesters. In August 1987, 128 students with a total of 215 children were enrolled in PACE. Of them, 60% were single parents, 23% depended on public transportation, 43% lived more than 15 miles from campus, 66% needed at least one remedial course, and 20% reported substance abuse or battering. A program evaluation showed that: (1) the retention rate for the 50 students who started PACE in fall 1986 was 88% through the end of the spring semester (compared to a college-wide rate of 81%); (2) retention rates were 50% for the same group through fall 1987; and (3) the mean grade point average (GPA) of PACE students for fall 1986 was 2.65, with 46% of the students earning GPA's of 3.0 and above. The two-year degree PACE program has been completed by nine participants, who are all now gainfully employed. (GFW)

ED315209
AUTHOR(S): Davis, Patricia C.
TITLE: Implementing Comprehensive Parent Services in Small Rural School Districts.
PUBLISHED: 1989
NOTE: In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. See RC 017 257.

ABSTRACT: In small rural school districts there are significant socioeconomic, cultural, and distance barriers to parent involvement in the education of exceptional children. In Florida, the history of parent involvement in exceptional student education parallels that of organized parent activism generally; rural, isolated, and minority group parents have had little involvement in either movement. Only a few models exist for parent and community participation in exceptional child education. Florida's three statewide programs are Parent to Parent of Florida, a peer support model; Parent Education Network, a parent education model; and Human Assistance Network Direction Services, an information and case management model. The Parent/Professional Partnership Model is used by the Parent Services Project in eight small rural school districts in northern Florida. The majority of families in these districts are minorities, are of low socioeconomic status, or are culturally divergent. This model focuses on mutual respect, reciprocal training, and common goals, and aims to develop a comprehensive plan covering educator and other professional training, parent education and training, parent participation, support services, sharing of information, networking, and advocacy. Detailed strategies for success with rural families in each of these areas are discussed, along with a practical outline for program development and implementation. This paper contains 18 references. (SV)

ED320363
AUTHOR(S): Elksnin, Linda K. and Elksnin, Nick.
TITLE: Facilitating Successful Vocational/Special Education Programs for Mildly Handicapped Adolescents through Collaborative Consultation with Parents.
PUBLISHED: 1989
NOTE: In: Life Options for Exceptional Individuals. Conference Proceedings of the International Conference of the Division of Career Development (5th, Atlanta, GA, October 12-14, 1989); see EC 231 176.

ABSTRACT: Collaborative consultation is presented as a model for vocational education programming for mildly handicapped adolescents, in which the teacher-consultant and the parent-consultee cooperatively solve problems through their shared expertise. A nine-step behavioral described which facilitates collaborative consultation between parent and special educator. The nine steps are preentry, entry, gathering information, defining the problem, determining solutions, stating objectives, implementing the plan, evaluating the plan, and terminating consultation. Opportunities for implementing collaborative consultation during vocational program planning are described, and include consultation sessions designed to: inform parents of vocational opportunities, plan vocational assessment and collect vocationally relevant information, develop the vocational component of the individualized education plan, and develop plans for transition from school to employment or postsecondary training. Includes 30 references. (JDD)

ED320736
AUTHOR(S): Helge, Doris.
TITLE: Rural Family-Community Partnerships: Resources, Strategies, and Models.
PUBLISHED: 1989

ABSTRACT: This report describes factors distinguishing rural families with special-needs children and their communities from those in non-rural settings. Rural communities have distinct environments and unique strengths and weaknesses, differing even among themselves. A diversity among rural lifestyles, values, resources, and other socio-cultural factors call for unique responses to the needs of rural special-needs children and their families. The involvement of families in rural programs is essential for success. Interagency cooperation is also important. Funding inadequacies, staff recruiting problems, transportation difficulties, professional isolation, staff development needs, support services, and local resistance to change are all hindrances to such family-community collaboration. Factors to be considered when designing a service-delivery system for rural disabled children include: population sparsity, topography, cultural diversity, language differences, economic lifestyles, students' ages and level of disability, history of services, available resources, cost efficiency, and governance systems. This document describes many successful working service-delivery models and strategies. Service-delivery strategies discussed include the use of (1) non-school personnel; (2) power and communications sources; and (3) responses to family needs. The document concludes that, while community characteristics may differ, planners may identify variables to design appropriate, individualized models meeting the needs of children, parents, communities, and service agencies. (TES)

EJ405944
AUTHOR(S): Minner, Sam.
TITLE: The Use of a Paraprofessional to Work with Parents in a Rural School.
SOURCE: Rural Special Education Quarterly v10 n1 p46-50 Spr 1989 NOTE: Theme issue with title "Rural Students at Risk."

ABSTRACT: A minimally trained paraprofessional made 6 visits to the homes of mildly mentally retarded and behaviorally disordered rural primary students to teach their parents basic instructional methods in mathematics. After 12 weeks of parent tutoring, the mathematical performance of experimental subjects improved significantly compared to that of matched controls. (SV)

ED324869
AUTHOR(S): Rao, Shridevi S.
TITLE: The Perspectives of Low-Income, Black Mothers of Children with Disabilities on Outreach Efforts.
PUBLISHED: 1989
NOTE: Paper presented at the Annual Conference of the Association for Persons with Severe Handicaps (16th, San Francisco, CA, December 7-9, 1989).

ABSTRACT: Using a qualitative research approach, the researcher interviewed (over an 11-month period) four black, low-income mothers of children with disabilities concerning their perceptions of empowerment in interactions with professionals from an outreach agency attempting to increase family involvement in the special education process. In previous interactions with other professionals, three major aspects associated with unempowering relationships emerged: disrespect, a focus on deficits, and a discounting of differences in parenting styles. In contrast, the mothers perceived their interactions with the current outreach agency professional to be more empowering as efforts were made to build collaborative and supportive relationships, to understand their needs, and to respond to them. Contains 10 references. (Author/DB)

ED294353
AUTHOR(S): Murphy, Linda. and Della Corte, Suzanne.
TITLE: Parent and Teacher Relationships.
SOURCE: Special Parent/Special Child v4 n1 Jan-Feb 1988
PUBLISHED: 1988

ABSTRACT: This issue addresses the relationship between teachers and parents of handicapped children. It explores how barriers to an effective parent-teacher relationship arise and how best to work toward a better relationship, one in which parents can positively influence the teacher's involvement with them and, in turn, one in which the teacher can enhance how the parents feel about their child. Informal meetings between teachers and parents are encouraged. A list of "do's and don'ts" for parents advises them to have realistic expectations about what the school can and cannot do, educate themselves about their child's disability and the school's programs and goals, be honest and avoid a defensive attitude, contact the school immediately before a problem becomes serious, attend school-related activities and conferences, and talk with other parents. A similar list for teachers encourages them to create an atmosphere of warmth and good feelings, be sensitive to body language, write and speak clearly without using jargon, become acquainted with community resources, convey that the child is likeable, and develop mutually arrived at goals with the parent. Other short articles discuss problems with homework and improving parent-professional interactions. (VW)

ED300981
AUTHOR(S): Reynolds, Virginia, Ed. and Brekken, Linda, Ed.
TITLE: Preschool Special Education Program Handbook, A Resource to the Field: A.B. 2666--A Law for All Preschoolers with Exceptional Needs and Their Families.
PUBLISHED: 1988
NOTE: For related document, see EC 211 275.

ABSTRACT: California state law A.B. 2666 establishes standards for provision of preschool special education programs and services for eligible children, aged 3-5, and their families. This handbook was developed as a resource in planning and implementing appropriate service models, and is organized into four major sections: "General Information," Administration," "Assessment," and "Program Operations." The general information section contains the text of A.B. 2666 and supporting state and federal codes; an explanation of the key concepts of A.B. 2666; and a resource guide describing best practices in early childhood special education programs, including: program philosophy, community networking, developmental assessment, child development, educational planning and implementation, working with families, administrative concerns, staff development, environmental design, health concerns, and program evaluation. The administration section explains the funding model for A.B. 2666, the rationale for transdisciplinary early childhood assessment teams and integration of young children, and sample interagency agreements. The section on assessment contains information on conducting preschool assessments, the philosophy of team assessment, the importance of family involvement, and linking assessment to program planning. The final section on program operations covers family involvement, community networking, community resources, least restrictive environment, social integration, curriculum considerations, and needs assessment for staff development. (JDD)

ED306403
TITLE: Access to the Mainstream Curriculum. A Report on the Integration of Learners with Special Needs at Canterbury College of Technology.
PUBLISHED: 1988

ABSTRACT: This report is a summary of work carried out at Canterbury College of Technology (England) during 1986 to manage access to the mainstream curriculum for a group of students with physical and sensory disabilities. It emphasizes the case study approach because it was from that indepth analysis that the college was able to develop strategies. The three phases of the project are discussed: Phase I, which examined the existing situation and tried to identify individual students wanting to gain access to the mainstream college provision; Phase II, which consisted of a detailed analysis of the needs of students identified; and Phase III, which continued development of Phase II and identified the changes required in the curriculum to accommodate fully students being brought into mainstream college life. Other chapters describe the staff development program to support the integration process, the role of managers in special needs education in a further education establishment, significant support services, and cooperation with schools and outside agencies. The involvement of parents in further education and the role of the local educational agency are also examined. A 13-item bibliography is followed by these appendices: a summary of the special needs work undertaken at the college and the college's Policy Statement on Special Educational Needs Provision. (YLB)

EJ368964
AUTHOR(S): Hains, Ann Higgins and others.
TITLE: Planning School Transitions: Family and Professional Collaboration.
SOURCE: Journal of the Division for Early Childhood v12 n2 p108-15 1988

ABSTRACT: The roles of the child, family, sending and receiving teachers, and educational agencies are emphasized in this review of transition planning for handicapped children who are moving from special education preschool programs to mainstreamed kindergarten placements. Activities to encourage successful transitions and to support collaborative planning efforts are suggested. (Author/JDD)

EJ368965
AUTHOR(S): Hanline, Mary Frances. and Knowlton, Andrea.
TITLE: A Collaborative Model for Providing Support to Parents during Their Child's Transition from Infant Intervention to Preschool Special Education Public School Programs.
SOURCE: Journal of the Division for Early Childhood v12 n2 p116-25 1988

ABSTRACT: A model is described that utilizes collaboration between sending and receiving programs to support parents through the transition from infant intervention to public preschool special education programs. Included are a timeline for parent services, a parents' worksheet to develop their child's individualized education program, and a list of parent resources. (Author/JDD)

EJ379710
AUTHOR(S): Feldman, David. and Gerstein, Lawrence H.
TITLE: A Factor Analytic Study of Three Teacher Belief Scales.
SOURCE: Measurement and Evaluation in Counseling and Development v21 n2 p72-80 Jul 1988

ABSTRACT: Constructed and tested three inventories of teacher beliefs: Teachers' Beliefs About Parents, Teachers' Beliefs About Administrators, and Perceptions of Parental Beliefs Concerning Teachers. Inventories were completed by 462 elementary, secondary, and special education teachers. All measures seemed to possess reasonable construct validity and internal consistency or reliability. Each identified concepts contributing to teachers' beliefs about target group. (Author/NB)

EJ380694
AUTHOR(S): Schwartz, Rhea.
TITLE: Rural "Expert" System.
SOURCE: Rural Special Education Quarterly v8 n4 p37-42 1988
NOTE: Theme issue with title "Serving the Gifted Population."

ABSTRACT: Describes an advocacy group of teachers and parents concerned with gifted children in rural northern Florida. Discusses an unusual collaboration between university and school district, in which three teacher education courses led to advocacy group formation, and each teacher-student became an expert in one problem area of gifted children. 15 references. (SV)

EJ385953
AUTHOR(S): Burroughs, Susan Grace.
TITLE: An Examination of the Contribution that Liaison May Make to Meeting Pupils' Special Educational Needs.
SOURCE: Early Child Development and Care v34 p115-42 May 1988

ABSTRACT: Discusses the importance of liaison in special education by focusing on three areas: (1) liaison with the home; (2) liaison within education; (3) liaison within the community. Describes the establishment of a directory of support organizations and suggests sources of services and support. (RJC)

EJ387208
AUTHOR(S): Salisbury, Christine. and Evans, Ian M.
TITLE: Comparison of Parental Involvement in Regular and Special Education.
SOURCE: Journal of the Association for Persons with Severe Handicaps (JASH) v13 n4 p268-72 Win 1988

ABSTRACT: Interviews with 117 mothers of public school students indicated that parents of students with disabilities were offered more opportunities to be involved, were more satisfied with their involvement, and felt more able to influence their children's education than parents of nonhandicapped students. No significant differences were related to disability severity. (Author/JDD)

EJ389425
AUTHOR(S): Minner, Sam. and Prater, Greg.
TITLE: Using a Phone Answering Machine to Provide Feedback to Rural Parents and Improve Student Behavior.
SOURCE: Rural Special Education Quarterly v9 n2 p33-36 Sum 1988
NOTE: Theme issue with title "Serving the Behavior Disordered Student."

ABSTRACT: Reports decreases in aggressive behavior by a 13 year old, behaviorally disordered boy when his teacher used recorded phone messages to communicate the days' behavior to his parents, who applied contingencies at home. Suggests that this intervention allows greater involvement of rural parents in behavioral programs. (SV)

ED284040
TITLE: Training Parent-Trainers to Facilitate Career Education Practices in Homes of Urban Handicapped Youth. Final Report.
PUBLISHED: 1987

ABSTRACT: A project was designed to enrich the career growth and development of inner-city handicapped junior high students by training parent-trainers using a trainer-of-trainers model. Through the training process, the project also aimed at forging a strong working relationship among collaborating groups whose personnel were being trained. To achieve these goals, project staff worked on site with representatives of parent advocacy groups, community organizations, and junior high school special education units. Over the course of three years, the project trained more than 150 parent educators from a cross-section of schools and local organizations in 11 community school districts in New York City. The training included a seminar and practicum. Throughout the project, special attention was devoted to developing parent-trainer leadership and advocacy skills. The project was evaluated in terms of its effect on trainees, parents, and their children. The extensive evaluations indicated that project participants developed competencies in the following areas: career education, advocacy, and group process. (Following a brief narrative, the bulk of this document consists of three internal and three external evaluation reports, as well as appendices consisting of workshop materials and evaluation instruments.) (Author/KC)

ED284705
AUTHOR(S): Silver, Sandra.
TITLE: Compliance with P.L. 94-142 Mandates: Policy Implications.
PUBLISHED: 1987
NOTE: Paper presented at the Annual Meeting of the National Rural Special Education Conference (7th, Asheville, NC, March 17- 21, 1987).

ABSTRACT: To study aspects of P.L. 94-142 (Education for All Handicapped Children Act) that prove both most and least problematic for rural special education cooperatives, which is the most prevalent type of cooperative arrangement, a sample was selected that included the 2 Federal Education Regions (from a total of 10) determined to contain the nation's most rural areas: Region IV (8 Southern States) and Region V (6 Midwestern States). Only those states containing special education cooperatives were used. After much refinement, a questionnaire was sent to 157 rural cooperative directors--135 (86%) responded. The joint agreement cooperative arrangement was most frequently used (38%), however the cooperative arrangement did not appear to effect compliance with P.L. 94-142 mandates. Area size and distances hampered service provision, however. The least difficult aspects to comply with were parental rights, assessment issues, and the Individual Education Plan (IEP). The most difficult were issues relating to personnel knowledge regarding special education, specified timelines, and parental attendance at IEP meetings. It was recommended that teacher training institutions alter their educator preparation programs, teacher certification boards examine their license requirements, state legislatures change their funding formulas to provide equity of funding nationwide, and further study be done to see if these results are representative of the entire country. Eleven references and 8 tables are appended. (JMM)

ED288278
AUTHOR(S): Weiner, Roberta. and Koppelman, Jane.
TITLE: From Birth to 5: Serving the Youngest Handicapped Children.
PUBLISHED: 1987

ABSTRACT: The book examines the implications of P.L. 99-457, the 1986 amendments to the Education of the Handicapped Act, which mandates serving handicapped infants and toddlers. In chapter 1, the legislative history of P.L. 99-457 is reviewed along with associated funding issues. Chapter 2 focuses on the newest program, serving the birth to 2-year-old population, and considers program design and development strategies. In chapter 3, the challenges of serving handicapped preschoolers are discussed, and integration options such as Head Start are described. Personnel preparation issues are addressed in chapter 4, which portrays the ways in which four states have dealt with staff shortages. Chapters 5 and 6 focus on the family, specifically on child care and on the increasingly powerful role of parents in early intervention and preschool efforts. Case studies conclude each chapter and examples of innovative programs across the country are cited throughout. Six appendices include the text of P.L. 99-457 and information on minimum age mandates. (CL)

ED290591
TITLE: No Student Is a Stranger in New York State Schools.
PUBLISHED: 1987

ABSTRACT: Brief histories of 16 migrant education programs in New York are presented in this report illustrated with photographs of student activities. The programs fall under Section 143 of Public Law 95-561 and are designed to improve interstate cooperation in the best interests of migrant children. The projects included are Computer-Assisted Instruction for Migrants (CAIM), Computer-Assisted Placement in Reading/Math (CAPR/CAPM), Challenging Options in Career Education (CHOICE), Eastern Stream Child Abuse Prevention and Education (ESCAPE), Goals for Youth, Grade Retention and Placement Evaluation (GRAPE), Interstate Dissemination of Educational Materials and Interstate Tutorial Outreach Program (IDEM/ITOP), Interstate Health and Education Linkage Project (I-HELP), Interstate Migrant Secondary Services Program (IMSSP), Migrant Attrition Project (MAP), Migrant Bilingual Teacher Training Institute (MBTTI), Migrant Evaluation-National Pilot Study (MENPS), Migrant Educators' National Training OutReach (MENTOR), National Migrant Special Education Center, Parent Training Project, and Step Beyond. (JHZ)

ED293270
AUTHOR(S): Dear, Annette E. and others.
TITLE: Adults in the Classroom: Effects on Special Education Instruction. Monograph No. 8. Instructional Alternatives Project.
PUBLISHED: 1987

ABSTRACT: This paper reviews the impact on the instructional process of having paraprofessionals and adult volunteers, particularly parents and senior citizens, in the special education classroom. It discusses the duties they perform in the classroom and the reasons for low parental participation. The review of the literature suggests the following conclusions. Parent and senior citizen volunteers and paraprofessionals can be a valuable, reliable resource in the special education classroom, though there is confusion about their specific roles and their need for training. Volunteers need to be better informed regarding their responsibilities under the law and need to be better trained for this role. Teachers also need more training on how to use volunteers and paraprofessionals effectively and on techniques of parent counseling and conferring to ensure better communication. More cooperation is needed among educational agencies in providing sufficient training and employment opportunities for special education volunteers and paraprofessionals. References are included. (Author/JDD)

ED294350
AUTHOR(S): Dildy, Dennis R.
TITLE: Transition: New Challenge for Special Education.
PUBLISHED: 1987
NOTE: Paper presented at the Annual Conference of the Association for the Severely Handicapped (14th, Chicago, IL, October 29-30, 1987).

ABSTRACT: Special education students who graduate or age-out of school are often not successful in making the transition from school to work. Transition services in Texas are grounded in federal civil rights legislation and a Texas Senate concurrent resolution which calls for preparing and supporting the successful transition of handicapped students to the adult world. Transition is defined, its goals outlined, and targeted special-needs students are specified. An Individual Transition Plan forms a written record of the student's long-range goals for employment and how they will be met. The Transition Plan should: outline programming and future opportunities; contain precise objectives and activities; have input from parents, students, educators, and adult service agencies; and be longitudinal in nature. The importance of cooperative efforts among members of the transition team is stressed. Several factors to be considered in implementing the transition plan are specified, such as residence requirements, leisure activities, medical and insurance needs, etc. Cooperative planning factors that facilitate or create barriers to the effective delivery of transition services are listed. The paper concludes with a list of eight transition task force goals. (JDD)

ED294404
AUTHOR(S): Goff, Pamela L. and Hemmesch, Henrietta E.
TITLE: Project KIT (Kids in Transition) Educators Resource Book: A Process of Planning for Change. Revised.
PUBLISHED: 1987
NOTE: Prepared by the Division of Special Education. For a related document, see EC 202 576.

ABSTRACT: Project KIT (Kids in Transition) of the Northern Trails Area Education Agency in Iowa assists in preparing for children's transition from early childhood special education programs to elementary regular/special education programs and transition from special education home intervention services to the preschool special education classroom. This educators' guide describes the project's planning process, implemented by the parent/child and the receiving school's staff through meetings, timetables, and conferences. Detailed timetables are presented, along with a form for sending and receiving teachers to record information observed during program visitations. "Transition and the Receiving Teacher" provides tips from an experienced receiving kindergarten teacher; lists skills needed to enter kindergarten; and outlines strategies for teaching kindergarten survival skills in the areas of self-understanding, communicating, task completion, school and classroom rules and routines, and self-help. "Transition and the Parent" lists guidelines for developing effective parent-teacher communication, and includes an article reprint on improving home-school communication through sharing of daily reports and an observation form for parents to use in assessing the child's classroom situation. Appendices contain definitions of handicapping conditions and other special education terminology, as well as lists of useful books, films/videos, and toll-free telephone numbers. (JDD)

ED294405
AUTHOR(S): Goff, Pamela L. and Hemmesch, Henrietta E.
TITLE: Project KIT (Kids in Transition) Parent Notebook. A Process of Planning for Change. Revised.
PUBLISHED: 1987
NOTE: Prepared by the Division of Special Education. For a related document, see EC 202 575.

ABSTRACT: Project KIT (Kids in Transition) of the Northern Trails Area Education Agency in Iowa assists in preparing for children's transition from early childhood special education programs to elementary regular/special education programs and transition from special education home intervention services to the preschool special education classroom. This parents' guide describes Project KIT's planning process, implemented through four parent meetings. The first meeting reviews Public Law 94-142, parents' rights in the special education process, and effects of transition on the family, and presents a transition planning timetable. The second meeting defines specific handicapping conditions, outlines special education program options available in Iowa, and describes the individualized education program. Meeting three focuses on parental responsibilities to: communicate information about the child to teachers, assess the child's readiness for kindergarten, be aware of possible transition problems and their solutions, and observe various program options to determine the best choice for their child. The fourth meeting concentrates on developing an effective home-school partnership, with tips for working cooperatively. An article reprint on improving home-school communication through sharing of daily reports is included. An appendix lists national and Iowa organizations for parents of handicapped children. (JDD)

ED302040
AUTHOR(S): Gaetz, Joan. and others.
TITLE: To Be the Best That We Can Be: A Self-Study Guide for Early Childhood Special Education Programs and Staff.
PUBLISHED: 1987

ABSTRACT: This self-study guide facilitates evaluation of early childhood special education programs by providing a tool for identifying both strengths and areas for improvement. Steps are outlined for completing a program self-study. Then forms are offered for assessing the quality of specific program areas. A section on necessary relationships examines school district interagency cooperation/coordination and staff-parent interactions. A section on eligibility for services focuses on locating and identifying children with suspected handicapping conditions, screening, and assessment. Forms to evaluate program specifics cover program delivery models, therapy delivery models, staff qualifications, and staffing ratios. To assess the program's physical environment, forms are provided for considering space and equipment, health and safety, and transportation. Forms dealing with staff-child interaction address classroom management and the curriculum's philosophy, organization, strategies, and materials. Evaluation of program administration calls for a review of general procedures, staff development, program evaluation procedures, and staff supervision. Each form lists several elements found in a quality early childhood special education program, along with space for indicating compliance with these elements and for making comments. (JDD)

EJ352412
AUTHOR(S): Benz, Michael R. and Halpern, Andrew S.
TITLE: Transition Services for Secondary Students with Mild Disabilities: A Statewide Perspective.
SOURCE: Exceptional Children v53 n6 p507-14 Apr 1987
NOTE: Special Issue: The Transition from School to Adult Life. For related information see EC 192 254 to EC 192 263

ABSTRACT: The study of Oregon's secondary special education programs for the mildly disabled surveyed 143 administrators, 323 teachers, and 279 parents. Among results were that few districts used written interagency agreements to involve community agencies; that teachers wanted more and better parent involvement; and that follow-up of previous students was rare. (Author/DB)

EJ357764
AUTHOR(S): Berry, Judy O.
TITLE: A Program for Training Teachers as Counselors of Parents of Children with Disabilities.
SOURCE: Journal of Counseling & Development v65 n9 p508-09 May 1987

ABSTRACT: Presents basic components of in-service training program that counselors can use to train teachers to work more effectively with parents of children with disabilities through integration of counseling theory and special education practice. Four-session program focuses on grief response following loss, family systems theory, parental self-esteem, and facilitating communications. (Author/ABB)

EJ358103
AUTHOR(S): Everson, Jane M. and Moon, M. Sherril.
TITLE: Transition Services for Young Adults with Severe Disabilities: Defining Professional and Parental Roles and Responsibilities.
SOURCE: Journal of the Association for Persons with Severe Handicaps (JASH) v12 n2 p87-95 Sum 1987

ABSTRACT: The article describes optimal roles and responsibilities for professionals and parents as states and localities develop preservice and inservice personnel preparation programs and local interagency task forces for transition services (including special education, vocational education, case management, parents, and transdiciplinary/interagency approaches) for young adults with severe disabilities. (CB)

EJ366105
AUTHOR(S): Stile, Stephen W. and others.
TITLE: Stress: Perceptions of Environmental Characteristics and Events.
SOURCE: Journal of the Division for Early Childhood v12 n1 p77-83 1987

ABSTRACT: Two groups of early childhood special educators (N=325) were surveyed with regard to perceived levels of stress in relation to 25 selected environmental characteristics and events. Highest stress levels were associated with salary and benefits, time management, family support, multiple responsibilities, interagency support, and attitudes toward their programs. (Author/VW)

EJ366125
AUTHOR(S): Hughes, Charles A. and others.
TITLE: Preparation of Special Educators to Work with Parents: A Survey of Teachers and Teacher Educators.
SOURCE: Teacher Education and Special Education v10 n2 p81-87 Spr 1987

ABSTRACT: Results of two surveys concerning preparation of special educators to work with parents found that, although most special education departments offer a course on working with parents, few inservice teachers have taken such a course. Such training was correlated with teachers' level of confidence in their ability to communicate with parents. (DB)

EJ367427
AUTHOR(S): Hughes, Charles A. and Ruhl, Kathy L.
TITLE: The Nature and Extent of Special Educator Contacts with Students' Parents.
SOURCE: Teacher Education and Special Education v10 n4 p180-84 Fall 1987

ABSTRACT: A survey of 904 special education teachers determined the nature and extent of parent-teacher interactions, by gathering data on number of parent contacts, time spent, communication format (written, telephone, or personal visit), nature of parent contacts in Individualized Education Plan (IEP) development, teachers' roles during IEP meetings, and involvement with parent groups. (Author/JDD)

EJ375355
AUTHOR(S): Nelson, Lynda A. and Rogers, Deborah C.
TITLE: Parents and Volunteer Partners: Another Option of Service Delivery for Rural Families with Special-Needs Children.
SOURCE: Rural Special Education Quarterly v7 n4 p13-15 1987

ABSTRACT: The Volunteers in Partnership with Parents (VIPP) program is designed to alleviate the pressing problems of rural families as well as provide early intervention to the children. The use of volunteers as partners in working with parents is the crux of the program. (JHZ)

EJ375356
AUTHOR(S): Karnes, Merle B. and others.
TITLE: Involving Families in the Education of Young Handicapped Children.
SOURCE: Rural Special Education Quarterly v7 n4 p16-19 1987

ABSTRACT: Examines the importance of including families in the education of young handicapped children and discusses trends in the foci of family involvement programs of recent years. Describes the family involvement component of the Precise Early Education of Children with Handicaps (PEECH) outreach project. (Author)

EJ375396
AUTHOR(S): Joyce, Bonnie G.
TITLE: Parent Involvement: A Model for Program Development.
SOURCE: Rural Special Education Quarterly v8 n2 p7-13 1987

ABSTRACT: A parent interview process identified preference for various parent involvement activities among parents of handicapped preschool children. All parents were interested in maintaining contact with their child's teacher through informal procedures including telephone calls and notes. All but two parents expressed interest in combining these informal contacts with other activities. (JHZ)

ED275106
TITLE: Manuel d'Education Speciale a l'Usage des Parents: le droit de votre enfant a une education dans l'Etat de New York
(Parent's Guide to Special Education: Your Child's Right to an Education in New York State).
PUBLISHED: 1986

ABSTRACT: Written in French, this guide provides information to help parents of special needs children in New York become active partners in the planning and implementation of special education programs for their child. Part 1 of the guide provides in-depth information related to the special education process in New York public schools. A historical view of children's rights to an appropriate education and overviews of the regular and special education processes in New York are presented. A chart explains the seven steps of the special education process: (1) referral; (2) evaluation; (3) recommendation; (4) implementation; (5) planning conference; (6) annual review; and (7) triennial evaluation. Timelines required for the seven-step process are discussed. Information is also presented on due process, the procedures used to protect children's rights to a free appropriate public education, and preparing children for future education and employment opportunities. Part 2 of the guide serves as a practical handbook which complements Part 1 and provides specific suggestions for parent participation in an effective partnership with school personnel. Additionally, information is provided on frequently used acronyms (such as IEP--

Individualized Education Program) and resources available through the Office for Education of Children with Handicapping Conditions (OECHC): early childhood directions centers, special education training and resource centers and regional offices. The OECHC's information checklist is also provided. (CB)

ED275107
TITLE: A Parent's Guide to Special Education: Your Child's Right to an Education in New York State. Chinese Edition.
PUBLISHED: 1986

ABSTRACT: Written in Chinese, this guide provides information to help parents of special needs children in New York become active partners in the planning and implementation of special education programs for their child. Part 1 of the guide provides in-depth information related to the special education process in New York public schools. A historical view of children's rights to an appropriate education and overviews of the regular and special education processes in New York are presented. A chart explains the seven steps of the special education process: (1) referral; (2) evaluation; (3) recommendation; (4) implementation; (5) planning conference; (6) annual review; and (7) triennial evaluation. Timelines required for the seven-step process are discussed. Information is also presented on due process, the procedures used to protect children's rights to a free appropriate public education, and preparing children for future education and employment opportunities. Part 2 of the guide serves as a practical handbook which complements Part 1 and provides specific suggestions for parent participation in an effective partnership with school personnel. Additionally, information is provided on frequently used acronyms (such as IEP--Individualized Education Program) and resources available through the Office for Education of Children with Handicapping Conditions (OECHC): early childhood directions centers, special education training and resource centers and regional offices. The OECHC's information checklist is also provided. (CB)

ED277900
AUTHOR(S): Davis, Jean Cary. and Dickens, Ben.
TITLE: Supplemental Services for Special Needs Students in Vocational Education Programs: Guidelines for Implementation under the Provisions of the Carl D. Perkins Vocational Education Act of 1984 (P.L. 98-524).
PUBLISHED: 1986

ABSTRACT: This guide is intended to assist instructors and administrators in improving the vocational education of special needs students by providing supplemental services that have been authorized by the Carl D. Perkins Vocational Education Act of 1984. Discussed in a section on the implications of the act for disadvantaged and handicapped students are the law's vocational and prevocational mandates, vocational assessment, supplemental services, and identification of students. The second section covers in-class, out-of-class, and out-of-school instructional supportive services from the standpoint of the vocational instructor's role in providing supplemental services. Career awareness/prevocational counseling and exploration, vocational counseling, and parent-teacher contact are covered in a section on guidance counseling and career development. The fourth section, which deals with transitional services, outlines procedures for identification of job opportunities, job placement, and student followup. Concluding the guide is a section on corrective and other supplemental services. An appendix contains a brief bibliography of suggested sources of written and audiovisual materials and a sample listing of out-of-school support agencies. (MN)

ED278199
TITLE: Una Guia para Los Padres sobre La Educacion Especial: El Derecho de Su Hijo(a) a Adquirir una Educacion en el Estado de Nueva York (A Parent's Guide to Special Education: Your Child's Right to an Education in New York State).
PUBLISHED: 1986
NOTE: Spanish translation of "A Parent's Guide to Special Education"; see ED 275 105.

ABSTRACT: This guide provides information to help parents of special needs children in New York become active partners in the planning and implementation of special education programs. The first part of the guide provides in-depth information related to the special education process in New York State public schools. A historical view of children's rights to an appropriate education and overviews of the regular and special education processes in New York are presented. A chart explains the seven steps of the special education process: (1) referral; (2) evaluation; (3) recommendation; (4) implementation; (5) planning conference; (6) annual review; and (7) triennial evaluation. Timelines required for the seven-step process are discussed. Information is also presented on due process, the procedures used to protect children's rights to a free appropriate public education, and preparing children for future education and employment opportunities. Part II serves as a practical guide which complements Part I and provides specific suggestions for parent participation in an effective partnership with school personnel. Additionally, information is provided on frequently used acronyms (such as IEP--Individualized Education Program) and resources available through the Office for Education of Children with Handicapping Conditions (early childhood directions centers, special education training and resource centers, regional offices, and an information checklist). (CB)

ED280213
TITLE: State Wide Intraeducational and Interagency Approach to Meeting the Vocational Needs of a Wide-Range of Disabled Learners. Final Report.
PUBLISHED: 1986

ABSTRACT: A project was designed to improve employment preparation, development, and opportunity for handicapped learners through preservice training of California personnel who deliver vocational and special education. The project developed training modules to be shared by California universities and disseminated to other schools. This report summarizes the purpose, design, management, and evaluation of the project, providing information on the number of people trained, impact on other institutions and programs, accomplishments to date (3 years into the project), changes in goals and resources, evaluation methodology and criteria, and effects of the program on those being served. Appendices (the larger portion of the document) present information on the evaluation plan, results and benefits expected, competencies to be achieved by participants, project participants, advisory committee members, and project impact on one institution. Also appended are 17 preservice training modules on the following topics: relevant state and federal legislation; resources; social security services; Job Training Partnership Act; use of microcomputers with special learners; funding; computer based vocational guidance systems; planning for change; process strategies for collaboration; parental involvement for transition; private industry collaboration; job training station task forces; community living skills; adaptive devices; community business inventories; negotiating work training stations; and model vocational special needs programs. Each module includes a competency description, rationale, objectives, prerequisites, evaluation procedures, content outline, learning activities, resources, and references. (CB)

ED280631
AUTHOR(S): Silver, Sandra.
TITLE: Compliance with P.L. 94-142 Mandates: Implications for Teacher Training Programs.
PUBLISHED: 1986
NOTE: Paper presented at the Annual Conference of the National Rural and Small Schools Consortium (Bellingham, WA, October 7-10, 1986).

ABSTRACT: A questionnaire was developed in order to discover the aspects of P.L. 94-142 (the Education for All Handicapped Children Act of 1975) that prove both most and least problematic for rural special education cooperatives. A cooperative was defined as any interdistrict administrative arrangement that provides specific services to member school districts. A total of 157 rural cooperatives was identified in 10 southern and midwestern states, and the director of each cooperative was included in the survey. Questionnaire items were generated from manuals used to monitor the states for compliance with the mandates of P.L. 94-142. According to survey responses, the items that proved most difficult for rural cooperatives in complying with the federal mandates were issues related to personnel knowledge regarding special education, the timelines specified by the law, and parental attendance at meetings to discuss the Individual Education Plan (IEP). The least difficult mandates related to parental rights, assessment issues, and writing the IEP. These findings have policy implications for teacher training institutions, teacher certification boards, and for legislators determining funding formulas. The appendix includes the questionnaire, initial cover letter, and follow-up letters to non-respondents. (JHZ)

ED281345
AUTHOR(S): Vinton, Dennis A. and Zachmeyer, Richard F.
TITLE: Development and Implementation of a Model Training Program to Assist Special Educators, Parks and Resource Management Personnel and Parents to Cooperatively Plan and Conduct Outdoor/Environmental Education Programs for Handicapped Children and Youth. Final Report.
PUBLISHED: 1986

ABSTRACT: This final report presents a description of a 3-year project to develop and implement a model training program (for special education personnel, park and resource management personnel, and parents of disabled children) designed to promote outdoor environmental education for disabled children. The project conducted 22 training workshops (2-5 days) in which a total of 906 persons in 13 Southeastern states participated. Inservice training programs served an additional 300 persons. Among project recommendations were the need for increased federal funding to support the planning, implementation, and operation of outdoor education for handicapped persons; the need for increased learning experiences through use of the outdoor environment; and the need for cooperation and coordination among federal, state, and local agencies. Appendices (the major portion of the document) present information on: a systems model for outdoor education program design and development; identified competencies for educators, parents, and park personnel; workshop implementation schedules; workshop participants; regional divisions of model training sites; model site selection criteria; topics covered by the model sites training program; supplemental activities; project brochures; and evaluation instruments. (CB)

ED283336
TITLE: Effectiveness Indicators for Special Education: A Reference Tool. First Edition.
PUBLISHED: 1986
NOTE: Developed by the national RRC (Regional Research Center) Panel on Indicators of Effectiveness in Special Education.

ABSTRACT: Designed as a reference tool for use at state and local levels by administrators, teachers, and parent groups, the document consolidates research on special education, school and classroom effectiveness, and other indicators of effectiveness and quality into a consistent format. Introductory material orients users, and contextual factors (demographics, fiscal resources, and characteristics of the student population) are noted. The body of the document is divided into six areas: (1) philosophy, policies, and procedures; (2) resource allocation; (3) staffing and leadership; (4) parent participation and community and interagency involvement; (5) instruction; and (6) program and student outcomes. Each area contains statements indicative of effective special and regular education programs. For example, the area of staffing and leadership is divided into three sections: staff characteristics, attitudes, and relationships; staff development; and program and instructional leadership. The section on staff development begins with a stated rationale followed by 18 indicator statements (e.g., "Inservice plans are developed collaboratively by inservice clients, providers, and relevant constituencies"). Sources for the indicators are listed at the end of each section, and a full bibliography is provided in the appendix. A final section describes intended uses and outlines the developmental history of the document. (JW)

ED283629
AUTHOR(S): Anderson, Betty N. and Bower, JoAnn C.
TITLE: Evaluation Use in Program Planning for Handicapped Preschoolers in Rural Areas.
PUBLISHED: 1986
NOTE: Paper presented at the Annual Conference of the National Rural and Small Schools Consortium (Bellingham, WA, October 7-10, 1986).

ABSTRACT: The Louisiana Department of Education provides formalized preschool programs for handicapped children in 65 public schools, with 40 of those programs serving sparsely populated areas. The statewide program was evaluated from January 1985 to June 1986 using a multiple-model research design that included data collection via 39 program visits, 59 class observations, 570 surveys/questionnaires, 1,020 personal interviews with program personnel and parents, 303 class profiles, and 606 student profiles. Findings that have implications for program planning in rural areas centered around the child, the program, and the expected outcomes of the program. Transportation of children to and from school was identified as a major problem. Teachers reported that 54% of the children traveled 1 hour or more per round trip and 14% traveled as much as 2 hours per day. Greater parent involvement was seen as a need by 68% of the teachers responding. Half of the supervisors noted difficulty recruiting therapists. Parents and kindergarten teachers of children who had attended a handicapped preschool program gave positive evaluations of the program. While immediate efficacy of the early intervention program can be documented by the broad-based outcome measures used in this study, the long-term effects must be addressed by a longitudinal study. (JHZ)

ED293260
AUTHOR(S): Blackbourn, J. M. and Baum, Dale.
TITLE: An Examination of "Critical Teaching Skills" Present and Absent in First Year Special Education Teachers.
PUBLISHED: 1986
NOTE: Paper presented at the meeting of the Mid-South Educational Research Association (15th, Memphis, TN, November 19-21, 1986).

ABSTRACT: Responses from 143 individuals to a questionnaire mailed to 180 special education administrators from all regions of the country found that many first-year teachers enter the profession lacking skills critical to successful teaching and that those with only undergraduate degrees are at greater risk for failure than those with graduate training. Recommendations for modifying teacher education programs to correct shortcomings perceived by these administrators include: (1) increasing research requirements in undergraduate and graduate special education programs; (2) increasing credit-hour requirements for practicum experiences; (3) requiring extensive practicum experiences associated with all methods courses; (4) providing courses/programs to develop parent interaction skills; (5) exposing students to successful teachers who employ widely divergent instructional techniques; (6) requiring training and practical experience in use of observational measurement techniques and behavior analysis; (7) developing linkages with local and regional public schools as information sources on specific organizational/administrative practices; and (8) requiring all university faculty who teach methods courses to return at regular intervals to 180 special education administrators from all regions of the (every 3-5 years) to public school classrooms for an entire academic year. (VW)

EJ335331
AUTHOR(S): Gillis-Olion, Marion. and others.
TITLE: Strategies for Interacting with Black Parents of Handicapped Children.
SOURCE: Negro Educational Review v37 n1 p8-16 Jan 1986

ABSTRACT: Black parents of children with disabilities come from a variety of cultural and economic groups; they can make important contributions to the educational process if given the proper respect and opportunity. Black parents' effectiveness depends on skillful professional guidance and on ensuring that they receive appropriate information on accessing the system. (GC)

EJ335637
AUTHOR(S): Gerber, Paul J. and others.
TITLE: Special Educators' Perceptions of Parental Participation in the Individual Education Plan Process.
SOURCE: Psychology in the Schools v23 n2 p158-63 Apr 1986

ABSTRACT: One hundred forty-five special education teachers, of all disability categories and from six states, were surveyed about their perceptions of parent involvement in the individual education plan (IEP) process. Results showed a diversity of opinion over practices, processes, and attitudes regarding the IEP process, despite their purported familiarity. (Author/ABB)

EJ342604
TITLE: Interview: William and Barbara Christopher.
SOURCE: Teaching Exceptional Children v19 n1 p42-45 Sep 1986

ABSTRACT: Asserting that the biggest mistake educators can make is to set themselves up as experts vis-a-vis parents as amateurs, Barbara and William Christopher emphasize the importance of continued education for the autistic individual and relate their experiences with the educational community as they sought help for their autistic son. (JC)

EJ345499
AUTHOR(S): Bailey, Donald B., Jr. and others.
TITLE: Preparing Infant Interventionists: Interdepartmental Training in Special Education and Maternal and Child Health.
SOURCE: Journal of the Division for Early Childhood v11 n1 p67-77 1986

ABSTRACT: The article describes an alternative approach to preparing infant interventionists by providing interdepartmental training in special education and maternal and child health. The program recognizes the transactional nature of infant development, infants as part of a family system, and the ecological notion that the family system is nested within larger systems. (Author)

ED277835
TITLE: Transition: A Team Approach. A Process Handbook.
PUBLISHED: 1985

ABSTRACT: This manual is intended to assist families, teachers, and other personnel in helping disabled students make the transition from school to work and adult life. The first section provides an overview of the transition process and outlines a four-step transition model that consists of input and foundation, the actual transition process (which calls for cooperation among parents, students, secondary schools, and providers of rehabilitation and supportive services), employment and adult outcomes, and follow-up. The second section summarizes the roles of the various members of the transition team and details the transition plan. Discussed in the third section are the following aspects of the process of transition team planning: responsibilities of the individual team members, the process of transition plan development, adult service programs, service roles, provision of a continuum of services, options (financial support, day, residential, and leisure/recreation services) available in North Dakota communities, procedures for accessing services, and a transition checklist. A bibliography concludes the guide. Attachments to the guide include sample individualized education program (IEP) transition plans, an application packet, an application checklist for adult services, program synopses, a service directory, a glossary, and an outline of the four-step transition model. (MN)

EJ316786
AUTHOR(S): Abelson, A. Geoffrey. and Metge, Maria.
TITLE: Parental Roles in Special Education: The Views of Special Educators.
SOURCE: Spectrum v3 n2 p37-40 Spr 1985

ABSTRACT: Elementary level special educators surveyed in a midwestern city felt that parents should take an active role in the educational process, with teachers providing guidance. The reliability of the survey results was not established, however. (PGD)

ED240222
TITLE: Boston School Desegregation. Report No. 2 to the United States District Court, District of Massachusetts, Volume I.
PUBLISHED: 1984
NOTE: For related documents, see ED 236 277-278 and UD 023 397-399.

ABSTRACT: This monitoring report on desegregation in Boston public schools covers a six-month period of school operations and is based upon data collected throughout the fall of 1983. First, the previous report (ED 236 277-278) is reviewed and updated, and the desegregation agenda for 1984 is discussed. Findings are then presented for each of the 12 monitoring areas enumerated in the Orders of Disengagement entered by the Federal District Court Judge in December 1982. These areas are (1) student assignments, (2) staff desegregation, (3) special desegregation measures in specific schools, (4) special education, (5) bilingual education, (6) vocational and occupational education, (7) transportation, (8) facilities, (9) school safety and security, (10) student discipline, (11) institutional pairings (with colleges, universities, and cultural institutions), and (12) parent and student organizations. For each of these areas, the Court mandate is re-stated, the information-gathering process is described, findings are presented for each component objective, and commendations and recommendations are presented. Finally, brief notes are added on the dispute resolution process (which was invoked five times during the monitoring period covered) and the procedure for modification of outstanding desegregation orders (which was not invoked during this period). (GC)

ED240223
TITLE: Boston School Desegregation. Report No. 2 to the United States District Court, District of Massachusetts, Volume II.
PUBLISHED: 1984

ABSTRACT: This volume provides monitoring reports as well as supporting documentation for 12 areas investigated in the Fall 1983 evaluation of ongoing desegregation efforts in Boston public schools. Each monitoring report includes objectives and questions, method, findings, commendations, and recommendations. The areas include (1) student assignments, (2) staff desegregation; (3) special desegregation measures in specific schools, (4) special education, (5) bilingual education, (6) vocational and occupational education, (7) transportation, (8) facilities, (9) school safety and security, (10) student discipline, (11) institutional pairings (with colleges, universities, and cultural institutions), and (12) parent and student organizations. The supporting documentation presented includes letters statistics, and memoranda. (GC)

ED242449
AUTHOR(S): Helge, Doris.
TITLE: Problems and Strategies Regarding Regionalizing Service Delivery: Educational Collaboratives in Rural America.
PUBLISHED: 1984
NOTE: A product of the National Rural Research Project.

ABSTRACT: A review of five studies by the National Rural Project determined the impact of educational collaboratives on rural special education, including types of educational collaboratives, variations within collaborative structures, benefits of collaboratives for rural special education, problems related to regional service delivery structures, and successful strategies. Predominant types of collaboratives were state-mandated special district systems/educational service agencies, cooperatives formed by local districts, regional/decentralized state education agency systems providing no direct services, and other inter-organizational structures. Major benefits were improved cost efficiency ratios, continuing sense of local autonomy, easier compliance with federal special education mandates, access to program/service specialists, better teacher retention, increased parent involvement, shared information for better planning, non-threatening information exchange, benefits of temporary systems, assessment/reallocation of resources, and conflict resolution. Problems were goal displacement, cumbersome bureaucratic/political structures, reduced district autonomy, inadequate district commitment to special education programs, inappropriate determinations of services, inadequate relationships between collaboratives and districts, staff supervision difficulties, personnel insecurity/dissatisfaction/attrition, difficulties with parents, conflicts between local district members, low district priorities for collaborative special education services, misconceptions about interagency collaboration, fiscal inequalities, difficulties of administrative turnover, conflicting regulatory/monitoring service roles, and inadequacy of collaboratives for some cases of geographic/cultural isolation. (MH)

ED251284
AUTHOR(S): Worthington, Robert M.
TITLE: Report to the Secretary on the Department of Education's Rural Education Activities: Fiscal Year 1984. Volume I.
PUBLISHED: 1984
NOTE: For related documents, see RC 015 089-90.

ABSTRACT: Highlights listed for the Department of Education's Intra-Agency Committee on Education's third year include issuance of the national rural education policy statement (October 1984), sponsorship of a national forum on rural education with 697 attendees (June 1984), formation of a Subcommittee on Rural Education Data, continued liaison with other departments and organizations interested in rural education, and increased activities resulting from the Committee's leadership and the policy statement. This volume includes the policy statement, entitled "Rural Education and Rural Family Education Policy for the 80's," a list of Committee members, and minutes of FY84 Committee meetings. The major part of the document consists of reports from 15 Department of Education offices listing their rural education activities and including: the title of each activity and its purpose; the section(s) of the rural education policy statement addressed by the activity; the scope, starting/ending dates, target audience, and procedure; products; legislation/administrative authority; and funding sources. The offices represented are: vocational and adult education; elementary/secondary education; special education and rehabilitative services; bilingual education and minority languages affairs; educational research and improvement; postsecondary education; legislation and public affairs; The Under Secretary; management; planning, budget, and evaluation; FICE/Rural Education Subcommittee; private education; regional liaison unit; General Counsel; and civil rights. (BRR)

ED259074
TITLE: Improving Student Performance in California. A Catalog of Business and Community Programs in Support of Local Education.
PUBLISHED: 1984

ABSTRACT: This catalog contains more than 600 abstracts of model programs in California designed to help business, education, and community groups establish or expand partnerships in support of local education. An executive summary precedes the abstracts. The program abstracts are divided into 21 sections corresponding to specific forms of involvement. These include adopt-a-school programs; employee volunteer program; intergenerational programs; parenting programs; classroom materials and equipment; computer projects; math, science, and energy programs; basic skills development; career exploration; business and economic education; special education programs; minority student programs; summer youth programs; work experience; curriculum development and revitalization; teacher internships and training; school foundations; scholarship and recognition programs; educational nonprofit organizations; business association programs and community partnerships; and conference sponsorship. Every section begins with a brief discussion of the form of involvement. Each abstract includes program title, name(s) and title(s) of contact(s), company or organization, address, county, telephone number(s), program description, and descriptors. A program description form and index are appended. (YLB)

ED262499
AUTHOR(S): Morgan, Daniel P. and Myette, Beverly.
TITLE: Parents' Rights and Responsibilities. 1984 Digest, Revised.
PUBLISHED: 1984

ABSTRACT: The digest explores the rights as well as the responsibilities of parents of handicapped children in the special education process. Rights include a free appropriate public education, notification regarding evaluation or change in placement, informed consent, independent evaluation, review of all records, participation in the Individualized Education Program (IEP) development, education in the most normal school setting possible, and due process hearings to resolve differences with the school. Responsibilities are also considered, including monitoring the child's progress, keeping records, understanding the IEP, and joining a parent organization. Suggestions are offered to help parents contribute to the IEP process. A list of eight national organizations and six publications on the topic concludes the digest. (CL)

ED267573
AUTHOR(S): Carlson, Betty Clark.
TITLE: Parent Involvement in Early Childhood Special Education: Selected Activities for Preschool Teachers.
PUBLISHED: 1984

ABSTRACT: The manual is designed to provide special education preschool teachers with a guide for parent involvement activities. The guide presents 32 activities divided into three topical areas: (1) communicating with parents (orientation packet, newsletter, school-home notebook, bulletin board for parents); (2) resource activities (field trips home learning lending library, used book exchange, class cookbook, parent library); and (3) parent meetings and workshops (open house, outdoor education, language development, nutrition). Activities provide information on objectives, materials/personnel/budget, time needed, procedures, evaluation, and followup. Some activities are accompanied by materials designed to be duplicated. An annotated bibliography on parent involvement in early childhood special education is appended. (CL)

ED275105
TITLE: A Parent's Guide to Special Education: Your Child's Right to an Education in New York State.
PUBLISHED: 1984

ABSTRACT: This guide provides information to help parents of special needs children in New York become active partners in the planning and implementation of special education programs for their child. Part 1 of the guide provides in-depth information related to the special education process in New York public schools. A historical view of children's rights to an appropriate education and overviews of the regular and special education processes in New York are presented. A seven-step chart explains the seven steps of the special education process: (1) referral; (2) evaluation; (3) recommendation; (4) implementation; (5) planning conference; (6) annual review; and (7) triennial evaluation. Timelines required for the seven-step process are discussed. Information is also presented on due process, the procedures used to protect children's rights to a free appropriate public education, and preparing children for future education and employment opportunities. Part 2 of the guide serves as a practical handbook which complements Part 1 and provides specific suggestions for parent participation in an effective partnership with school personnel. Additionally, information is provided on frequently used acronyms (such as IEP--Individualized Education Program) and resources available through the Office for Education of Children with Handicapping Conditions (OECHC): early childhood directions centers, special education training and resource centers, and regional offices. The OECHC's information checklist is also provided. (CB)

EJ309311
AUTHOR(S): Gerardi, Robert J. and others.
TITLE: I. E. P.--More Paperwork and Wasted Time.
SOURCE: Contemporary Education v56 n1 p39-42 Fall 1984

ABSTRACT: Individualized educational plans developed from the passage of Public Law 94-142. Problems have surfaced in the implementation of this program due to the great amounts of time that both teachers and parents are required to spend on each plan. (DF)

ED236277
TITLE: Boston School Desegregation. Report to the United States District Court, District of Massachusetts, Volume I.
PUBLISHED: 1983
NOTE: For related document, see UD 023 156.

ABSTRACT: This is the executive summary of the first of a series of planned studies on progress in the desegregation of the public schools in Boston, Massachusetts. The report covers the legal mandate, objectives, monitoring process, and findings for each of 12 areas which State officials are charged with monitoring: (1) student assignments; (2) desegregation of faculty and administrative staff; (3) special desegregation measures at specific schools; (4) desegregation of special education programs; (5) bilingual education; (6) vocational and occupational education; (7) student transportation; (8) school facilities; (9) school safety and security; (10) student discipline; (11) institutional pairings (with colleges/universities and businesses); and (12) parent and student organizations. Also included are brief discussions of dispute resolution and possible modifications to the outstanding judicial orders. (GC)

ED236278
TITLE: Boston School Desegregation. Report to the United States District Court, District of Massachusetts, Volume II.
PUBLISHED: 1983
NOTE: For a related document, see UD 023 155. Document may not reproduce well.

ABSTRACT: This is the first of a series of planned studies undertaken (by court order) by the Massachusetts State Board of Education in order to monitor the progress toward desegregation in the Boston Public Schools. This volume includes the reports produced by department staff in areas monitored, together with selected statistical and other information provided to the department by the public school system. The 12 areas for which extensive reports are provided include: (1) student assignments (with statistical breakdowns by grade level, type of class, and type of school); (2) staff and teacher desegregation; (3) special desegregation efforts in particular schools; (4) special education; (5) bilingual education; (6) occupational education; (7) student transportation; (8) school facilities; (9) school safety and security; (10) student discipline; (11) institutional pairings (with colleges/universities and businesses); and (12) parent and student organizations. Attached is a "report and recommendation of resolution" regarding the desegregation dispute raised by the Boston Teachers Union. (GC)

EJ281593
AUTHOR(S): Halpern, Ann. and Todd, Jo-Marcia.
TITLE: Beyond Programs--Uncovering the Child: A Personal Account.
SOURCE: Childhood Education v59 n5 p298-302 May-Jun 1983

ABSTRACT: A teacher of children with multiple handicaps and the mother of a child in the class describe changes made as they worked together to create a more open and child-centered classroom. (RH)

ED213210
AUTHOR(S): Reynolds, Maynard C. and Birch, Jack W.
TITLE: Teaching Exceptional Children in All America's Schools. Revised Edition.
PUBLISHED: 1982

ABSTRACT: The introductory text focuses on special education in the mainstream with two major themes: (1) the central and joint responsibility of teacher, parent, and principal; and (2) the primary need to limit the occurrence and magnitude of educational problems in handicapped children. The book's approach includes emphasizing processes that blend special and regular education, highlighting the teamwork concept, relating assessment directly to program planning, using findings from research studies or operating programs to support significant points, contrasting prevaling versus preferred practices, noting educational and financial cost/benefit information, and maintaining an international perspective through comprehensive information on both Canada and the United States plus illustrative references from other countries. Individual chapters have the following titles: "Psychoeducational and Historical Foundations;" "Socio-Legal and Organizational Foundations;" "Assessment:" "Parent-Teacher Instructional Planning;" "Slowed Cognitive Development;" "Advanced Cognitive Development;" "Learning Disabilities;" "Emotional Disturbance;" "Physical and Health Impairments;" "Speech and Language Impairments;" "Hearing Impairments;" "Visual Impairments;" and "Severe/Profound Impairments." (DB)

ED217210
AUTHOR(S): Dougan, Patricia. and Waterman, Douglas.
TITLE: Students with Exceptional Needs. Work Experience Education: Issues.
PUBLISHED: 1982
NOTE: For a related document see CE 032 797.

ABSTRACT: Written to assist both work experience education coordinators and special education teachers, this collection of key issues provides an introduction to work experience education (WEE) for students with exceptional needs. Various aspects of program operation are addressed, including parent support, student assessment, developing work placements in the community, Supplemental Security Income, the WEE coordinator, and the WEE classroom-related instruction. Discussed in a section on additional considerations in WEE are personnel, transportation, incentive stipends, funding, other types of occupational training, prevocational and career development, and WEE graduates with disabilities. Federal and state laws for WEE are covered. Included in appendices to the manual are a list of alternatives in vocational classes for students with exceptional needs, definitions, a career/vocational checklist, publisher addresses, an assessment review chart, information for training supervisors of students with handicaps, a list of resources, and forms for implementing and evaluating WEE programs. (A companion trainer's guide is available separately --see note.) (MN)

ED231959
TITLE: Vocational Investigation and Placement Project. An Exemplary Project. Final Report.
PUBLISHED: <1982>
NOTE: For related documents, see CE 036 326-329.

ABSTRACT: The objectives and activities are described of the Vocational Investigation and Placement (VIP) Project, a demonstration model providing new methods for identification, assessment, referral, education, and placement of handicapped students. An abstract overviews rationale, objectives, procedures, and expected contribution to developing marketable skills. Each of the 15 major objectives of the project is discussed in terms of five categories: need for the objective, summary of activities, data collection (a report of any significant statistics), conclusions, and recommendations. These project accomplishments are reported: development of an identification and screening instrument, development of a screening and referral process, implementation of a mass screening effort, development of a resource guide to service agencies, formation of a cooperative agreement between special education and vocational rehabilitation, development of a community-based learning program (occupational exploration), job placement assistance, further development and refinement of the Work Samples Evaluation Center, staff development, coordination of a records exchange process, prevocational education for handicapped students, development of a parent support group, integration of VIP project activities with existing programming, development of standardized prevocational assessment procedures, and development of publications. Dissemination activities are also summarized. (YLB)

ED232331
AUTHOR(S): Kells, Patricia P. and others.
TITLE: Kansas Survey regarding Attrition of Special Education Personnel. Kansas Regent Institutions Special Project. Summary Report.
PUBLISHED: 1982

ABSTRACT: Results of a 1982 survey to assess competencies that were developed for special education teachers in Kansas are presented. The 61 competencies covered the role of special education personnel with regular educators and the involvement of parents in the special education process. The objective of the competency-development project was to reduce the high attrition rate of special educators by improving preservice teacher education. Surveys were completed by 443 special education teachers and 57 administrators. The teachers provided three ratings/responses for each competency statement: (1) the importance of each competency to job satisfaction and effective functioning as a special educator; (2) their perception of their own strength in skill as defined in the competency statement; and (3) whether they had received any training in the competency, and the nature of the training. Administrators rated the importance of the competency and the degree to which they perceived teachers to possess each competency. They also indicated whether they thought their staff had received preservice or inservice training related to each competency. Additional information on teacher characteristics, background, and teacher settings was obtained. (SEW)

ED242406
TITLE: Course on Early Childhood Education, September 22-December 22, 1982. Report.
PUBLISHED: 1982

ABSTRACT: The topics and issues brought forth in this report are the result of a 3-month training course on early childhood education that included lectures, discussions, and field visits. Nineteen participants representing 11 countries lived together for 3 months during 1982, exchanging views and ideas. A list of program participants, staff, and sponsors is provided along with pertinent demographic information. Section 1 presents the program of studies, which focused on the individual in the process of growth and change, child psychology, curriculum development, pedagogy, health and nutrition education, creative drama, science teaching, handicrafts, community development, parental involvement, group dynamics, and supervision. Section 2 describes visitations to several special education institutes. The Home Instruction Program for Preschool Youngsters is discussed in section 3. Section 4 describes experiences at rural cooperative communities, on sightseeing trips, and at social events. Section 5 explains activities and offers discussions relevant to participants' return to their own communities. The project topics and lecturers are mentioned, and an explanation of World Food Day-1982 is also provided. (BJD)

EJ256116
AUTHOR(S): McDavis, Roderick J. and others.
TITLE: Counseling Needs of Handicapped Students and Their Parents.
SOURCE: School Counselor v29 n3 p232-38 Jan 1982

ABSTRACT: Surveyed handicapped secondary school students and parents of disabled students to identify their counseling needs. Findings support the need for counseling services for both students and parents. Needs include accurate information about community resources and careers. Suggests counseling needs of handicapped students are similar to needs of other students. (JAC)

EJ265214
AUTHOR(S): Wolf, Joan S.
TITLE: Parents as Partners in Exceptional Education.
SOURCE: Theory into Practice v21 n2 p77-81 Spr 1982

ABSTRACT: Parents' roles in educating their exceptional children have changed dramatically in the last decade. If attention is paid to their rights and responsibilities, parents and school personnel can provide the best possible educational experience for all exceptional students. (CJ)

EJ265215
AUTHOR(S): Hutchinson, Thomas A. and Haring, Norris G.
TITLE: Serving Exceptional Individuals.
SOURCE: Theory into Practice v21 n2 p82-87 Spr 1982

ABSTRACT: To serve exceptional students effectively, all professionals involved must share responsibilities as members of a team. Other issues facing special education professionals include feelings of territoriality, opposition to mainstreaming, and strategies for change. (CJ)

EJ265216
AUTHOR(S): Kabler, Michael L. and Carlton, Glenn R.
TITLE: Educating Exceptional Students: A Comprehensive Team Approach.
SOURCE: Theory into Practice v21 n2 p88-96 Spr 1982

ABSTRACT: A comprehensive team approach to the selection and delivery of educational services for exceptional students is presented. Also described are recommendations for appropriate process or interaction models, team composition and functions, and a decision-making model. (CJ)

EJ268405
AUTHOR(S): Granstrom, Jane. and others.
TITLE: Special Awareness Month.
SOURCE: Exceptional Parent v12 n4 p37-40 Aug 1982

ABSTRACT: The article reports on the organization and implementation of a "Special Needs Awareness Month" in Quincy, Massachusetts. Noted are the heavy involvement of parents in the multiagency planning committee, and the resulting citywide displays, publications, programs, and publicity on children with special needs. (DB)

ED204062
AUTHOR(S): Tucker, Jamie. and others.
TITLE: Reaching Rural Handicapped Children: The Transportation Situation in Rural Service Delivery. Making It Work in Rural Communities. A Rural Network Monograph.
PUBLISHED: 1981
NOTE: The Handicapped Children's Early Education Program (HCEEP) Rural Network is an association of professionals representing educational programs for young handicapped children in rural communities. For a related document, see RC 012 761.

ABSTRACT: Almost everyone who responded to three transportation surveys of rural Handicapped Children's Early Education Program (HCEEP) projects identified transportation as a critical problem in the delivery of services to handicapped children in rural areas. Transportation problems encountered were attributed to environmental/geographic factors, inadequate funding coupled with high costs, lack of public transportation, parental inability to provide transportation, and difficulty in securing cooperation and support from other agencies. Strategies and suggestions for coping with transportation problems included: (1) maintaining contact with families through the mail, telephone, and CB or ham radios; (2) efficient scheduling and teaming to cut down on the number of trips required and to reduce boredom/fatigue factors; (3) scheduling visits to families on a biweekly rather than weekly basis; (4) using staff vehicles for reaching and/or transporting families; (5) encouraging parents to carpool to center-based programs; and (6) coordinating efforts with social service agencies and educational systems. Respondents offered fewer strategies for dealing with the lack of public transportation than for any other identified problem. Almost all projects responding to the transportation surveys reported that had not found long-term solutions to their transportation problems; however, a number of short-term solutions were identified. (CM)

ED211301
AUTHOR(S): Black, Talbot, Ed. and Hutinger, Patricia, Ed.
TITLE: Cost Effective Delivery Strategies in Rural Areas: Programs for Young Handicapped Children. Vol. I. Making It Work in Rural Communities. A Rural Network Monograph.
PUBLISHED: 1981
NOTE: The Handicapped Children's Early Education Program (HCEEP) Rural Network is an association of professionals representing educational programs for young handicapped children in rural communities.

ABSTRACT: Using a common format outlining program settings, agencies, children/families served, staff, services, delivery strategies, and program costs, descriptions of four cost-effective rural service delivery programs for young handicapped children provide evidence that good rural programs are affordable. The Early Lifestyle Program at King's Daughters' School (Columbia, Tennessee) serves 12 birth to 4 year olds in a Home-based Infant Model focusing on parent training at a cost per child/per year of $1,642 and 16 moderately to severely mentally retarded children (ages 4 to 8) in 2 Preschool Model Classrooms emphasizing social and emotional skills at a cost per child/per year of $3,627. The Multi-Agency Project for Pre-Schoolers is a home- and community-based intervention program based in Logan, Utah with replication sites in Idaho, Nevada, Wyoming, Arizona, and New Mexico. Operating year round, the Macomb 0-3 Regional Project (Illinois) provides home visits, sharing centers, water activities, and parent study topics for children from birth to age 3 at a recurring cost per child/per year of $2,237. Operating from Eastern Montana College (Billings) at a projected cost per child/per year of $625, Project Sunrise offers diagnostic and screening services, home visits, community education, and child advocacy services. (NEC)

ED214718
AUTHOR(S): Lorimer, Dale, Comp.
TITLE: Project REACH. A Rural Education Approach in a Consortium for Handicapped: A Comprehensive Service Model. 1980-1981, Final Evaluation Report.
PUBLISHED: 1981

ABSTRACT: Project REACH (Rural Education Approach in a Consortium for Handicapped) was designed as a model program to demonstrate methods of service for mildly, moderately, and severely handicapped children located in 14 school district areas in 5 counties of the San Luis Valley in southern Colorado from October 1978 through June 1981. The main emphasis was on serving the severely handicapped in rural areas where adequate programs designed to meet their need seldom exist. The model had a 3-part thrust: service, education, and interagency cooperation. Of the 168 children in the area identified as needing supplementary services, 136 had been served by the end of the project. While parent group involvement did not prove practical, the most effective activities reached individual families on a one-to-one basis. REACH was directly involved with integration of children from a community center to either transitional or regular classrooms in 6 of the 14 districts; service was provided for handicapped children in the existing population in the remaining 8 districts. Students and staff members were given integration inservice prior to receiving mentally retarded or Cerebral Palsy students. Project REACH continued to coordinate referrals to various state and local agencies. Approximately 700 people attended various community workshops conducted by REACH from 1979 to 1981. (BRR)

ED216238
AUTHOR(S): Gutterman, June K. and others.
TITLE: A Resource Guide for the Referral of Severely Handicapped Students from Education to Rehabilitation.
PUBLISHED: 1981
NOTE: For related documents see CE 032 716-719.

ABSTRACT: This guide for parents and professionals is one of three documents recommended for use in the development of a local level linkage system for the referral of severely handicapped students from education to rehabilitation. An introductory section includes a discussion of right versus entitlement. The first section provides general information concerning the Ohio Department of Education. Topics covered include programs and services for handicapped children, educational program continuum, and confidentiality of school records. Terms related to special education on Ohio and educational terms used in diagnosis/evaluation are also defined. The second section provides general information concerning the Ohio Rehabilitation Services Commission. Discussion centers on the Commission's purpose and range of services, vocational rehabilitation process, status system, confidentiality, employment outcomes, and closure information. The final section presents a model for the referral of severely handicapped students. Project INTERACT's model linkage system is described. Other contents include charts depicting the primary interagency communication network; model linkage system flow charts reflecting the educational continuum existing in Columbus City Schools, adult vocational continuum existing in Franklin County, and points of contact established to create a linkage system; and model procedures for the referral of severely handicapped students from education to rehabilitation. (YLB)

ED229605
AUTHOR(S): Minugh, Carol J. and Morse, Dian.
TITLE: Parents. Career Planning and Vocational Programming for Handicapped Youth.
PUBLISHED: 1981
NOTE: For related documents, see CE 035 947-954. The Alliance for Career and Vocational Education also participated in the preparation of this document.

ABSTRACT: This parent's manual, one in a series of nine staff development guides prepared by the Philadelphia School District, clarifies roles and responsibilities of various staff members and parents in providing programs to meet the career and vocational education needs of mildly to moderately handicapped students. Designed to be relevant to the specific needs of parents, the manual is organized into three sections. The first section provides an overview of vocational and career education of handicapped students from the parent's perspective. Topics covered include legislative implications, placement and evaluation, the Individualized Education Program, career education, vocational education, competency-based instruction, and job placement and follow-up services. Parents' responsibilities, in terms of the specific responsibilities grid, are discussed in the second section. The final section contains a summary of the parents' and family's role in the education of handicapped students. (KC)

ED229936
AUTHOR(S): Scheetz, Janet A. and Hudak, Barbara J.
TITLE: Strategies and Techniques for Mainstreaming. Revised.
PUBLISHED: 1981

ABSTRACT: The handbook is intended for the special education teacher and covers all aspects of mainstreaming according to the Monroe model, developed in Monroe County, Michigan. The model focuses on the special education teacher/consultant, who provides direct diagnostic and instructional services to special students, and indirect services to building staff, students, and parents. The handbook follows the Monroe model by describing both direct and indirect services; and presents material according to academic, behavioral, and vocational areas (except where vocational information is part of the total process); and by elementary and secondary areas. An introduction outlines the history and impact of legislation, and highlights functions of 10 school district departments such as transportation. Described thereafter, with accompanying sample formats, contracts, and worksheets, are the following topics (sample subtopics are in parentheses): the Monroe model and six other models such as the crisis resource program; roles of personnel, and techniques the special teacher may use when working with the personnel; structuring the classroom (designing, scheduling); referral and diagnosis (the multidisciplinary team's role, diagnostic tests); the individual education plan; techniques for modifying the curriculum; behavioral strategies (rewards, contracts); consultation (interview, consulting formats); prevocational and vocational education; parents (overprotective, stressed); inservice and staff development; and program evaluation (includes questionnaires). Approximately 125 references are provided. (MC)

ED257238
TITLE: Unlocking Doors: A Guide to Effective Communication.
PUBLISHED: <1981>

ABSTRACT: The booklet is intended to help parents understand and acquire more assertive communication styles in matters of special education. Assertive behavior is introduced, distinguished from less productive behavior styles, and considered in terms of barriers to effectiveness. The booklet proceeds with a discussion of basic legal and human rights that provide the foundation for people standing up for themselves. The mental attitudes that may prevent assertiveness are noted. The remainder of the information focuses on actual skills comprising assertive behavior, including language, techniques to handle aggression, physical appearance, and listening. (CL)

EJ245164
AUTHOR(S): Karnes, Merle B. and Esry, D. Ruth.
TITLE: Working with Parents of Young Exceptional Children.
SOURCE: Educational Horizons v59 n3 p143-49 Spr 1981

ABSTRACT: This article first examines what experts and research say about parent involvement and then discusses the attitudes, knowledge, and skills critical for professionals to work effectively with parents of the handicapped. The last section offers practical suggestions for launching a parent program. (Part of a theme issue on mainstreaming.) (Author/SJL)

EJ253421
AUTHOR(S): Ruttle, Kristi.
TITLE: Two Alternative Roles for the School Psychologist in the Treatment of Emotionally Disturbed and Autistic Children.
SOURCE: Psychology in the Schools v18 n4 p467-70 Oct 1981

ABSTRACT: Describes a model of two alternative roles for the school psychologist working with programs for autistic or emotionally disturbed children. The first concerns behavior management by consultation or direct work with the child. The second approach adds the role of program coordinator. A team approach is advocated. (Author/JAC)

ED191648
AUTHOR(S): Seager, D. D. and others.
TITLE: Important Issues in Rural Education: A Collection of ERIC/CRESS Fact Sheets and Mini Reviews.
PUBLISHED: 1980

ABSTRACT: The two mini reviews and two fact sheets contained in this collection synthesize basic information regarding four issues in rural education: special education, transportation, early childhood education, and reading achievement. Solutions to the special education problems of child identification, parent involvement, delivery of special education services, teacher training, and outside assistance are noted in one mini review. Additionally, addresses, contact persons, service areas, and samples of available materials from each of 16 Regional Resource Centers are presented. The second mini review is concerned with utilizing home-based education to provide good early childhood programs to rural areas faced with geographic isolation and limited facilities and finances. Six successful early childhood programs focusing on very young children, pre-kindergarten children, and handicapped children are detailed. A fact sheet concerning rural transportation systems addresses the most common types of rural school transportation, their uses, driver preparation, ownership and management options, and the effects of extended travel time on students. A second fact sheet addresses the characteristically poor reading achievement in rural areas and details seven successful reading projects, including three which have incorporated an individualized approach to improve rural student reading achievement. (SB)

ED192976
TITLE: The Consortium for Handicapped Indian Children: A Report.
PUBLISHED: 1980

ABSTRACT: Recognizing the need for a new approach to the problem of federal/state jurisdictional overlaps in delivery of services to Indians, the Bureau of Education for the Handicapped contracted with the National Association of State Boards of Education and Indian Education Training, Inc. to conduct a series of national and regional conferences which would identify problem areas, make recommendations, establish linkages, and create communication networks among the major providers of educational services to handicapped Indian children. A national conference was held in Washington, D.C. in November, 1977, which brought together knowledgeable representatives from Indian tribes and a number of federal and state agencies. These experts discussed the problems confronting the provision of a free, appropriate public education to handicapped Indian children and identified five broad areas of concern: child-find, due process, evaluation and testing, training and program development, and support services. These issues were examined in detail by state and federal agency personnel, representatives of Indian tribes, and advocates at the regional conferences held later in the year. Findings of the regional conferences were summarized and 11 recommendations were specified. (Author/AN)

ED194754
AUTHOR(S): Phelps, L. Allen, Ed.
TITLE: Individualized Educational Programming. Policy Paper Series: Document 1.
PUBLISHED: 1980
NOTE: For related documents see CE 026 980-982 and CE 027 003-004.

ABSTRACT: This product of the Leadership Training Institute/Vocational and Special Education contains a series of policy papers focusing on the impact of the Individualized Education Program (IEP) provision upon vocational education programming for handicapped youth. Nine papers are included: (1) Legislative Issues and Perspectives: IEPs for Handicapped Learners in Vocational Education, discussing key provisions of Public Law 94-142, Rehabilitation Act of 1973, and 1976 Vocational Education Amendments; (2) State Planning and IEP, outlining effective strategies for systematic state-level interagency planning; (3) Needs Assessment and IEP, focusing on policy related trends in needs assessment; (4) Consumer and Advocacy Involvement in IEP, outlining strategies and concepts regarding the involvement of parents, advocates, and consumers; (5) Interagency Cooperation and IEP, citing issues and strategies related to interagency planning; (6) Inservice Staff Development and IEP, addressing provision of special education preparation for career/vocational educators and career/vocational competencies among special educators; (7) Program Improvement and IEP, discussing program improvement as defined in the 1976 Vocational Education Amendments and addressed in P.L. 94-142; (8) Program Evaluation and IEP, examining state-level program evaluation efforts; and (9) The IEP: Implications, Conflicts, and Challenges for Vocational Education. An epilogue summarizes the papers' contents. (YLB)

ED205364
TITLE: Project Family Link I. Year III Final Report, July 1, 1979 through June 30, 1980.
PUBLISHED: 1980

ABSTRACT: Home-based intervention, using paraprofessional teachers and the concept of "parent as teacher," was provided by this 3-year project (1977-1980) for handicapped children aged birth through 4 and their families in 10 rural West Texas counties comprising approximately 9,100 square miles, with 14 to 20 people per square mile. Most families served (year I, 16 children; year II, 38; year III, 26) were low income, somewhat migratory, and predominantly Mexican American. Based on the Portage (Wisconsin) Project Model, Project Family Link was adapted to the area to: (1) promote positive interactions between parents and children; (2) provide new skills and knowledge for parents; (3) coordinate efforts of support agencies; (4) provide training for graduate students; (5) facilitate transition of children from home or preschool into the "least restrictive" environment; (6) demonstrate effectiveness of project components and disseminate innovative approaches; and (7) promote replication or adaptation of the model. The project also used Family Albums, scrapbooks to document family experiences in the project, and Family Days, informative get-togethers to involve family and friends of the children. Appendices include an evaluation plan, Family Day agendas, a newsletter, linking agencies, final report form, diagnostic and assessment data, and Family Day evaluation results. (AW)

ED210859
AUTHOR(S): Johnson, Marilyn J., Ed. and others.
TITLE: Planning Services for Young Handicapped American Indian and Alaska Native Children. 1980 Series.
PUBLISHED: 1980

ABSTRACT: Eight papers examine issues in providing special education services to young native American handicapped children. B. Ramirez and J. Walker ("Background, Rationale, and Overview to Early Childhood and Special Education Services for Indian and Alaska Native Children'" consider the needs of young children as well as such special program aspects as culture and tribal involvement. In "Strategies for Screening, Assessment, and Diagnosis," W. Swan and J. Walker discuss principles and systems for meeting federal requirements in child evaluation programs. G. Weaver ("Planning for Individual Child Services'" reviews the development and content of individualized education programs (IEPs). Four levels of parent involvement are identified by M. Johnson, "Parental Involvement: A Vital Preschool Program Component." Advantages and disadvantages of different service delivery systems are focused on by J. Caldarera and L. Guidera in "Planning for and Implementing Specialized (or Related) Services." Twenty-one brief program descriptions are presented by D. Ridgley ("Selected Programming Alternatives for Serving Young Handicapped Children')" P. Trohanis provides guidelines for "Designing an Inservice Training Program." In the final paper, "Managing the Planning and Implementation of Preschool Programs," P. Trohanis reviews the use of problem solving and decision making processes, discusses preplanning activities, considers the impact of overall philosophy and goals, and describes program operation according to 10 components. Among seven appendices are a sample IEP and a sample interagency agreement. (CL)

ED211302
AUTHOR(S): Black, Talbot, and others.
TITLE: Serving Young Handicapped Children in Rural America. Proceedings of the HCEEP Rural Workshop (Nashville, Tennessee, March 12-14, 1980). 1980 Series.
PUBLISHED: 1980

ABSTRACT: Activities of the 104 participants at the first 3-day Rural Workshop of the Handicapped Childrens' Early Education Program (HCEEP) Rural Consortium focused on identifying issues and needs of rural projects serving young handicapped children and their families. A pre-workshop survey identified topics and issues to be addressed and resource speakers, panel presenters, and materials. Keynote speaker Dr. Jerry Fletcher recommended political advocacy as an effective method for focusing attention on the need for early childhood special education in rural areas. Concurrent sessions offered a variety of topics including: successful practices in securing funding; stress on rural service providers; establishing community communication and awareness; securing funding for rural programs; assessing parent needs and planning intervention programs; influencing decision makers; cost-effective delivery strategies; recruiting staff for rural areas; interagency coordination; interagency troubleshooting; transportation problems. Issues generated during the concurrent small group presentations fell into six categories: direct service delivery; interagency coordination; funding and policy decisions; training and staff-related concerns; parent/family involvement; and working in the rural community. Workshop evaluation results indicated purposes were met. Appended are: Rural Workshop Interest Survey, Rural Workshop Agenda, List of Participants, List of Congressional Rural Caucus, HCEEP Rural Resource Directory, and Rural Workshop Evaluation Questionnaire. (NEC)

ED216175
AUTHOR(S): Burrow, Elaine.
TITLE: Office Duplication Practices. Teacher's Handbook. First Edition.
PUBLISHED: 1980
NOTE: For related documents see CE 032 440-441.

ABSTRACT: Developed to serve as a reference for the office duplication practices instructor, this teacher's handbook consists of ideas to aid the instructor in developing and implementing office duplication practices and teacher certification courses. Covered next are various aspects of public relations, including working with school personnel, working with parents, utilizing media, locating and utilizing community resources, and recruiting students. Procedures for establishing and operating advisory committees are outlined. Set forth next are guidelines for eliminating sex stereotyping. Suggestions are provided for working with special needs students. Following a discussion of classroom organization, classroom safety procedures are explained. Youth leadership organizations are also examined. Appended to the handbook are Texas state standards for office duplication practices programs as well as a variety of records, sample correspondence, and sample publicity releases. (Two related volumes of transparency masters for use with Spanish-speaking students are available separately--see note.) (MN)

ED245447
TITLE: R&D Speaks: Special Education. Conference Proceedings (3rd, Austin, Texas, September 20-21, 1979).
PUBLISHED: 1980
NOTE: Conference planned and sponsored by the SEDL Regional Exchange Project.

ABSTRACT: Summaries of five papers from a 1979 conference on special education are presented. "Adapting and Managing the Environment for Mainstreaming," presented by D. Bricker-Derkacz, briefly considers factors in structuring a multisensory environment: orientation, adaptation, boundaries, and designing specific activities. In "Communicating with Parents of Handicapped Children," J. Evans presents background information on issues and possible problems in working with parents of handicapped children and suggests techniques and activities for teacher inservice training. A presentation by M. Grace, "Individualized Education Programs" (IEPs), follows, with a description of the components and development of IEPs and noting ways to make IEPs usable to teachers. A fourth paper, "Driving Children Sane," by A. Ginott considers the damaging effects of carelessly used words and criticism. The final paper, "Handling Behavior Problems and Communicating with Children, " by J. Evans et al, discusses intervention and prevention techniques. Conference evaluation data are included. (CL)

EJ226746
AUTHOR(S): Marion, Robert L.
TITLE: A Cooperative University/Public School Approach to Sensitizing Majority Teachers to the Needs of Parents of Black EMR Children.
SOURCE: Journal of Negro Education v49 n2 p144-53 Spr 1980

ABSTRACT: Describes a field program for University of Texas teacher trainees designed to make White future teachers more comfortable with the parents of Black educable mentally retarded children. (GC)

EJ237995
AUTHOR(S): Avery, Mary Susan. and Russell, Tommy.
TITLE: A Survey of the Professional Preparation and Status of Special Education Teachers in the State of Mississippi.
SOURCE: Capstone Journal of Education v1 n2 p9-13 Dec 1980

ABSTRACT: A sample of 212 Mississippi special education teachers responded to a questionnaire concerning their education, adequacy of their coursework, and their training needs in relation to PL 94-142. Identified inservice needs focused on individual education plans (IEPs), working with the emotionally disturbed, and cooperating with parents. (SJL)

ED158462
AUTHOR(S): Bissell, Norman E.
TITLE: Parents and Families: A Normalized Approach.
PUBLISHED: 1978
NOTE: Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

ABSTRACT: The author recommends that special educators reject an analytical view of parents and explore strategies for equal status teamwork. Suggestions for normalizing the special educator's relationship with parents are included. (Author/SBH)

ED171688
TITLE: Individualized Educational Program (A Multimedia Inservice Training Program). Description of Teacher Inservice Education Materials.
PUBLISHED: 1978

ABSTRACT: The learning module described focuses specifically on the development of the Individualized Education Plan (IEP) for the handicapped child and is for the use of parents and teachers working together. The scope and sequencing of topics is outlined, and the activities and resources involved in the use of the module are described. A critique of the module and ordering information for resource materials are included. (JD)

ED183595
AUTHOR(S): Eglsaer, Richard. and Matuszek, Paula.
TITLE: Project P.A.V.E. Evaluation. Technical Report 1977-78. Publication Number: 77.49.
PUBLISHED: 1978

ABSTRACT: Project PAVE was implemented in Travis High School, Austin, Texas, to extend and coordinate services for certain high school special education students. Four components were crucial to the Project PAVE model: parental involvement, academic achievement, vocational programming, and extracurricular opportunities. The project evaluation, conducted in 1977-78, focused on whether PAVE activities should be disseminated to other school districts and whether PAVE should be adopted by other schools in the Austin Independent School District. The following areas were investigated: (1) special student participation in school activities; (2) attendance and dropout statistics; (3) fulfillment of project objectives; (4) credits earned toward graduation; (5) low-cost activities; (6) staff's time requirements and perceptions of project effectiveness; (7) implementation in other Austin schools; (8) utilization of planning process activities; (9) new types of decision making and involvement of parents, students, and counselors; (10) achievement gains; (11) student participation in vocational activities; and (12) changes in teaching practices and attitudes. (Data pertaining to these questions are summarized, and questionnaires used to collect data are appended). (GDC)

ED223598
AUTHOR(S): Glass, Ray. and others.
TITLE: Pupil Evaluation Team Handbook.
PUBLISHED: 1978

ABSTRACT: This handbook is designed to assist educators in Maine to implement the Pupil Evaluation Team (PET) process. PET is described as a group composed of parents, school professionals, and representatives of agencies responsible for determining special education needs of exceptional students. Chapters deal with: (1) the role of the PET chairperson within the school system; (2) the student screening process; (3) the referral of students to the PET; (4) evaluation procedures; (5) preparation of individual education programs (IEP); and (6) due process rights for students. Each chapter has sections dealing with major questions, checklists for PET program evaluation, and a list of resources for further information. A section of sample forms from various school districts and agencies is included for the chapters on referral, evaluation, IEP, and due process, as a guide for developing or reviewing local forms. (FG)

EJ116967
AUTHOR(S): Freeman, David.
TITLE: Communication in the Special Needs Class
SOURCE: Education 95; 3; 261-62

ABSTRACT: This article stressed the importance of constant constructive communication between parents, teachers and students as a means towards building a relationship of trust, understanding and fulfillment in the special class. (Editor/RK)

ED129797
AUTHOR(S): Cohen, Shirley.
TITLE: Parent Involvement in the Education of Young Handicapped Children. Module I: Family Reactions to the Handicapped Child. Toward Competence Instructional Materials for Teacher Education.
PUBLISHED: 1974
NOTE: For instructor's manual, see SP 010 513; for all documents in modular cluster, see SP 010 511-517; for other related documents, see SP 010 493-510

ABSTRACT: The overall goal of the module is to train educational personnel to enlist family support in helping the young handicapped child realize his fullest educational potential. It was designed for use in training special education personnel without regard to categorical designations, and focuses on situations common to most handicapped children and their families. Several premises are basic to this module: (1) parents of young handicapped children play a major role in both the educability and the education of their children; (2) the role of parents in the education of handicapped children may become even more critical in the future as society moves from institutionalization of handicapped children to community-based programs; (3) parents have knowledge, insight, and ideas about their children needed by the school; (4) parents are often willing and eager to help their children's educational development; and (5) the school cannot afford to ignore the role and contribution of the family nor can it limit itself to complaints about insufficient parental cooperation. The module directs educational personnel through a program involving pre-assessment, readings, observations, interviews, discussion, and post-assessment, all directed toward understanding the parents of handicapped children. A short paper is included on the field-testing of the module. (MM)

ED129798
AUTHOR(S): Cohen, Shirley.

TITLE: Parent Involvement in the Education of Young Handicapped Children. Module I: Family Reactions to the Handicapped Child. Instructor's Manual. Toward Competence Instructional Materials for Teacher Education.
PUBLISHED: 1974
NOTE: For student handbook, see SP 010 512; For all documents in modular cluster, see SP 010 511-17; For other related documents, see SP 010 493-510

ABSTRACT: This instructor's manual is designed for those coordinating inservice training programs for personnel involved in the education of young handicapped children which use Module I of the cluster of instructional modules for competency based teacher education. It offers suggestions for preparing for instructional activities, evaluating the pre- and post- assessments, and evaluating the module's activities. (MM)

ED085848
AUTHOR(S): Hedges, Henry G.
TITLE: Using Volunteers in Schools. Final Report.
PUBLISHED: 1972
NOTE: Related documents are EA 005 728, EA 005 729, and EA 005 731

ABSTRACT: The two main sections of this report describe the general model for the Volunteer Parental Involvement Program and provide the program documentation. The model is accompanied by materials developed for its implementation in schools. These materials comprise a manual that schools are employing in developing their own Parental Assistance Programs. The documentation covers the extension of volunteer use in three schools in particular, for each of which an independent section is provided. The report for each school identifies the nature and needs of the program, the goals of the school, the staff's participation in the project, the major phases of the project itself, evaluation procedures, and the results and analysis of the findings. Suggestions are also provided for generalizing the findings or disseminating them to other schools. A general and a selected bibliography are included. (Overall poor copy.) (Author/MLF)

ED171472
AUTHOR(S): Sanche, Robert P.
TITLE: Factors Related to the Provision of Special Education in Sparsely Populated Areas.
PUBLISHED: 1972

ABSTRACT: According to studies published since 1966, a number of factors appear to be related to the delivery of special education services in sparsely populated areas. Education should not attempt to "go it alone" in special education efforts, for the more sparse the population, the more necessary it is to involve the cooperation of other elements within the community. When language-different or culturally-different people are the recipients of services, local workers may be trained and used effectively. In the Four Corners Mental Retardation project, local, bilingual, multicultural paraprofessionals were able to communicate with the predominantly Indian and Spanish target population and achieve far more than what professionals or outsiders could have. Two models from the 1971 Memphis Conference on Emerging Models of Special Education for Sparsely Populated Areas show that sometimes initial stimulus must come from outside the target area. In the Powhatan Project, the Virginia Commonwealth University and Powhatan County, Virginia school district developed a model special education program that used university students to provide special education and counseling services. Parental involvement and participation can be incorporated for early education on multiply handicapped children, as evidenced by the Portage Project in Wisconsin. This document discusses research and related studies and lists 12 factors considered critical in the provision of special education services in sparsely populated areas. (DS)

EJ034785
AUTHOR(S): Follett, Marguerite A.
TITLE: Office of Education Provides Professional Development in Early Childhood Education
SOURCE: Appalachia 4; 5; 1-3

ED041978
TITLE: A Plan for Quality Desegregated Education for the Harrisburg City School District.
PUBLISHED: 1970

ABSTRACT: The material included in this report describes a plan which the Center for Urban Education developed and which Research for Better Schools, Inc., submitted to the Harrisburg City School District Board. The major purpose of the report was to promote open discussion of educational excellence, racial balance, equity, stability, and economy at many levels in the School District including Board members, administrators, teachers, parents, community groups, and pupils, and plan for the systematic racial desegregation of the Harrisburg Public School system. The plan for desegregation entails two parts: (1) recommendations to be put into effect by September, 1970 -- the institution of two Early Childhood Centers, eight elementary schools generally clustered together to include grades 3-6, one intermediate school for grades 7-8, two comprehensive four -year high schools, and provision for special education; and (2) recommendations to be implemented between 1971 and 1974--construction of a unified Education Plaza for grades 3-8, reorganization of the elementary schools, creation of science, liberal arts, and humanities focuses in high schools, and development of college-high school cooperation. (RJ)

ED071733
TITLE: The Comprehensive Early Childhood Education Network.

ABSTRACT: The Comprehensive Early Childhood Education Network (CECEN) is a city-wide, Title III-funded program in Philadelphia designed to provide: (1) information about already-existing programmatic approaches to early childhood education in the city; and (2) opportunities to begin the development of alternative approaches to staff, parental, and community participation in early childhood education. A District Advisory Council of 16 to 20 parents and professionals guides project activities. Explanation is given of the 3 interconnected components of the project: (1) a district-level information dissemination system; (2) a district-based training program for parents and professionals; and (3) a locally designed monitoring process that evaluates the effectiveness of both the district dissemination and training programs. CECEN provides as well a direct service to children through diagnosis and diagnostic therapy for preschool children with language, speech, and learning disorders. The programs offered include Get Set Day Care; Follow Through; Learning Centers; and special programs for the physically, mentally, and emotionally handicapped. A program directory and list of Philadelphia school officials are provided. (KM)

APPENDIX B

Bibliography for Literature Review

Bibliography

The following 41 documents served as the basis for the project's work plan. Each document was read and reference notes made. These documents were used as the basis for the literature review. An asterisk (*) before the document below indicates that it is also included in the Reference List, Appendix A.

*Abelson, A.G. and Metge, M. (1985). Parental Roles in Special Education: The Views of Special Educators. Spectrum, 3(2), 37-40.

Abt Associates, Inc. (1991, February). Working with Families: Promising Programs to Help Parents Support Young Children's Learning Summary of Findings. Cambridge, MA: Abt Associates, Inc.

Allen, D.S. and Hudd, S.S. (1987). Are We Professionalizing Parents? Weighing the Benefits and Pitfalls. Mental Retardation, 25(3), 133-139.

Bauch, J.P. (1989, October). The TransParent School Model: New Technology for Parent Involvement. Educational Leadership, 47(2), 32-34.

Blacher, J. and Turnbull, A.P. (1983, February). Are parents mainstreamed? A Survey of Parent Interactions in the Mainstreamed Preschool. Education and Training of the Mentally Retarded, 18(1), 10-16.

*Blackbourn, J.M. and Baum, D. (1986, November). An Examination of "Critical Teaching Skills" Present and Absent in First Year Special Education Teachers. Conference Paper. ED 293 260

Brandt, R. (1989, October). On Parents and Schools: A Conversation with Joyce Epstein. Educational Leadership, 47(2), 24-27.

*California State Office of Education. (1986, October). State-wide Intraeducational and Interagency Approach to Meeting the Vocational Needs of a Wide Range of Disabled Learners. Ca: Sacramento, author. ED 280 213

*Center for Resource Management. (1986). Effectiveness Indicators for Special Education: A Reference Tool. NH: Hampton, author. ED 283 336

Chitwood, S.R. (1990). Do Parent Resource Centers (PRCs) Really Work? An Evaluation Study. VA: Alexandria, Parent Educational Advocacy Training Center.

Davis, B.C. (1989, October). A Successful Parent Involvement Program. Educational Leadership, 47(2), 21-23.

*Dear, A.E., Thurlow, M.L., Ysseldyke, J.E. (1987, September). Adults in the Classroom: Effects on Special Education Instruction. MN: Minneapolis, Minnesota University. ED 293 270

*Elksnin, L.K. and Elksnin, N. (1989, October). Facilitating Successful Vocational/Special Education Programs for Mildly Handicapped Adolescents Through Collaborative Consultation with Parents. Washington, D.C.: United States Department of Education. ED 320 363

*Everson, J.M. and Moon, M.S. (1987). Transition Services for Young Adults with Severe Disabilities: Defining Professional and Parental Roles and Responsibilities. Journal of the Association for Persons with Severe Handicaps, 12(2), 87-95.

Falvey, M.A. and Haney, M. (1989). Partnerships with Parents and Significant Others. In: M.A. Falvey (Ed.), Community-Based Curriculum: Instructional Strategies for Students with Severe Handicaps (2nd ed.), pp. 15-34. MD: Baltimore, Brookes.

Family Resources Coalition. (1991). A Study of Parental Involvement and Family Support in Indiana. Summary of Findings. Family Resources Coalition Report. Available from Family Resource Coalition, Suite 1625, 230 North Michigan Avenue, Chicago, Illinois 60601.

*Gerber, P.J., Banbury, M.M., and Miller, J.H. (1986). Special Educators Perceptions of Parental Participation in the Individual Education Plan Process. Psychology in the Schools, 23(2), 158-163.

*Goff, P.L. and Hemmesh, H.E. (1987, September). Project Kit Educator's Resource Books: A Process of Planning for Change. IA: Clearlake, Northern Trails Area Education Agency. ED 294 404

*Halper, A. and Beam, J. (1989). Rural Transition Program Specialist: Training the Rural Specialist. In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. ED 315 226

Hamre-Nietupski, S., Krajewski, L., Nietupski, J., Ostercamp, D., Sensor, K., and Opheim, B. (1988). Parent/Professional Partnerships in Advocacy: Developing Integrated Options Within Resistive Systems. Journal of the Association for Persons with Severe Handicaps, 13(4), 251-259.

*Helge, D. (1989, September). Rural-Family Community Partnerships: Resources, Strategies and Models. Washington, D.C.: United States Department of Education. Office of Educational Research and Improvement. ED 320 736

*Hutchinson, T.A., and Haring, N.G. (1982, Spring). Serving Exceptional Individuals. Theory Into Practice, 21(2), 82-87.

Jennings, W.B. (1989, October). How to Organize Successful Parent Advisory Committees. Educational Leadership, 47(2), 42-45.

Kagen, S.L. and Holdeman, A.L. (1989). Family Support and the Schools. Family Resources Coalition Report, 8(2), 1-2, 26. Available from Family Resource Coalition, Suite 1625, 230 North Michigan Avenue, Chicago, Illinois 60601.

*Kalyanpur, M. and Rao, S. (1989, December). The Perspectives of Low-Income, Black Mothers of Children with Disabilities on Outreach Efforts. Washington, D.C.: United States Department of Education. Office of Educational Research and Improvement. ED 324 869

Levine, C. (1990, November). Final Report: Indiana Parents Project. Family Resources Coalition Report. Available from Family Resource Coalition, Suite 1625, 230 North Michigan Avenue, Chicago, Illinois 60601.

BEST COPY AVAILABLE

Lindle, J. (1989, October). What Do Parents Want from Principals and Teachers? Educational Leadership, 47(2), 12-14.

Lueder, D.C. (1989, October). Tennessee Parents Were Invited to Participate-and They Did. Educational Leadership, 47(2), 15-17.

MacMillan, D.L. and Turnbull, A.P. (1983). Parent Involvement with Special Education: Respecting Individual Preferences. Education and Training of the Mentally Retarded, 18(1), 4-9.

McDonnell, J.J., Wilcox, B., Boles, S.M., and Bellamy, G.T. (1985). Transition Issues Facing Youth with Severe Disabilities: Parents' Perspective. Journal of the Association for Persons with Severe Handicaps, 10(1), 61-65. EJ 323 814

*Murphy, L. and Della Corte, S. (1988, February). Parent and Teacher Relationships. Washington, D.C.: United States Department of Education. Office of Educational Research and Improvement. ED 294 353

*Salsibury, C. and Evans, I.M. (1988, Winter). Comparison of Parental Involvement in Regular and Special Education. Journal of the Association for Persons with Severe Handicaps, 13(4), 268-272. EJ 387 208

Seeley, D.S. (1989, October). A New Paradigm for Parent Involvement. Educational Leadership, 47(2), 46-48.

Shevin, M. (1983, February). Meaningful Parental Involvement in Long-Range Educational Planning for Disabled Children. Education and Training of the Mentally Retarded, 18(1), 17-21.

Singer, G., et al. (1991, May). The Oregon Research Institute's Model of School and Community Support for Families. The Association for Persons with Severe Handicaps Newsletter, 11.

Summers, J. A. (1990). Supporting Families Toward the Future: The Role of Early Childhood Programs. Lawrence, KS: University of Kansas, Beach Center on Families and Disability.

Summers, J.A. Dell 'Oliver, C., Turnbull, A.P., Benson, H.A., Santelli, E., Campbell, M., Siegel-Causey, E. (In press). Lawrence, KS: University of Kansas, Beach Center on Families and Disability.

Turnbull, A.P. (1988, December). The Challenge of Providing Comprehensive Support to Families. Education and Training in Mental Retardation, 23(4), 261-272.

Wherry, J.H. (1991, September). Getting Parents Involved. Vocational Education Journal, 66(6), 34-5, 55.

Williams, D.L., Jr., and Chavkin, N.F. (1989, October). Essential Elements of Strong Parent Involvement Programs. Educational Leadership, 47(2), 18-20.

*Wolf, J.S. (1982, Spring). Parents as Partners in Exceptional Education. Theory Into Practice, 21(2), 77-81. EJ 265 214

APPENDIX C

Survey Instruments and Letters

July 22, 1991

Dear Parent:

Family-School Collaboration Projects is a four-month grant funded by the Indiana Department of Education, Division of Special Education. The project is administered through the Blumberg Center for Interdisciplinary Studies in Special Education at Indiana State University. The emphasis of the project is to identify and explore models, strategies, best practices, and existing programs that exemplify collaborative efforts between families-- particularly those families having students with special needs-- and schools.

In an attempt to identify collaborative efforts currently in practice throughout Indiana, the Family-School Collaboration Projects staff would appreciate you taking a few minutes to complete this brief survey. Please share your valuable insights regarding the strengths and weaknesses of family-school collaborative programs in which you have participated.

The information obtained from this survey will be compiled as part of the final report to the Indiana Department of Education.

Please return this survey to the Family-School Collaboration Projects, School of Education Room 502, Indiana State University, Terre Haute, Indiana 47809. If it would be more convenient to provide the information by telephone, call us at (812) 237-2830. Thank you for your time.

Sincerely,

Dawn Carlson Deb Moore
Project Staff

Family-School Collaboration Projects
Parents Survey

1. What is the age of your child(ren) with a disability?

2. What is your child's disability(ies)?

3. What is your child's school placement?

4. How many years have you been involved with special education?

5. In what area of Indiana do you reside? Is this area rural, suburban, or urban?

6. Do you currently participate in a family-school collaborative partnership? If yes, please describe.

7. Are there collaborative efforts in which you are unable to participate or in which you choose not to participate? If so, please describe.

8. Do you feel your input is valued and that you are an equal member of your child's education team?

9. Are you comfortable as a member of your child's education team? If yes, what contributes to your level of comfort? If no, what efforts would make you feel more comfortable?

10. What supports or services might your school system provide to increase or strengthen family-school collaborative partnerships?

11. In addition to being a parent, are you also a special education professional or service provider? If yes, please indicate your role.

12. Briefly describe your ideal collaborative partnership.

Please note: If you are interested in sharing more information about a program in which you currently are involved, and would be willing to talk further with someone on the project staff, please include your name and telephone number (with area code) on the form. This information is optional.

THANK YOU FOR SHARING YOUR INPUT!

July 22, 1991

Dear Directors:

Family-School Collaboration Projects is a four-month grant funded by the Indiana Department of Education, Division of Special Education. The project is administered through the Blumberg Center for Interdisciplinary Studies in Special Education at Indiana State University. The emphasis of the project is to identify and explore models, strategies, best practices, and existing programs that exemplify collaborative efforts between families-- particularly those families having students with special needs-- and schools.

In an attempt to identify collaborative efforts currently in practice throughout Indiana, the Family-School Collaboration Projects staff would appreciate you taking a few minutes to complete this brief survey. Please share your valuable insights regarding the strengths and weakness of family-school collaborative programs in which you have participated.

The information obtained from this survey will be compiled as part of the final report to the Indiana Department of Education.

Please return this survey to Family-School Collaboration Projects, School of Ed. Room 502, Indiana State University, Terre Haute, Indiana 47809 or reply via the Special Net Bulletin Board. If it would be more convenient to relay the information by telephone, feel free to call us at (812) 237-2830. We would appreciate your response by August 7. Thank you for your time.

Sincerely,

Dawn Carlson Deb Moore
Project Staff

Family-School Collaboration Projects
Director's Survey

1. How long have you been in your position?

2. How long have you been in special education?

3. In what area of Indiana do you work? Is this area rural, suburban, or urban?

4. What collaborative efforts are currently in use in your school system?

5. What collaborative efforts have proven most effective? What barriers have been encountered?

6. What supports are needed to increase or strengthen collaborative family-school partnerships?

7. Do you specifically allocate funds for any parent/family program(s)? If yes, please describe, indicating level of funding.

8. Does your district have a parent advisory board/council?

9. Briefly, describe your ideal family-school collaborative partnership.

THANK YOU FOR SHARING YOUR INPUT!

August 14, 1991

Dear State Director of Special Education:

Family-School Collaboration Projects is a four-month grant funded by the Indiana Department of Education, Division of Special Education. The project is administered through the Blumberg Center for Interdisciplinary Studies in Special Education at Indiana State University. The emphasis of the project is to identify and explore models, strategies, best practices, and existing programs that exemplify collaborative efforts between families-- particularly those families having students with special needs-- and schools.

In an attempt to identify collaborative efforts currently in practice throughout the nation, the Family-School Collaboration Projects staff would appreciate you taking a few minutes to identify any programs in your state. Please provide the program name(s), and contact information on the enclosed form. We will contact your model program(s) for specific information.

The information obtained from these interviews will be compiled as part of the final report to the Indiana Department of Education.

Please return this form to the Family-School Collaboration Projects, School of Education Room 502, Indiana State University, Terre Haute, Indiana 47809 or call us at (812) 237-2830. We would appreciate a response by September 4, 1991.

Thank you for your time. We look forward to hearing from you in the near future.

Sincerely,

Dawn Carlson Deb Moore
Project Staff

Family-School Collaboration Projects
Blumberg Center -- Indiana State University

Respondent: ____________________
Address: ____________________
____
Phone: ____________________

Program Name: ____________________
Contact Person: ____________________
Address: ____________________
____
Phone: ____________________

Program Name: ____________________
Contact Person: ____________________
Address: ____________________
____
Phone: ____________________

Program Name: ____________________
Contact Person: ____________________
Address: ____________________
____
Phone: ____________________

Program Name: ____________________
Contact Person: ____________________
Address: ____________________
____
Phone: ____________________

What is Family-School Collaboration Projects?

FAMILY-SCHOOL
COLLABORATION
PROJECTS

Family-School Collaboration Projects is a four-month grant funded by the Indiana Department of Education, Division of Special Education.The project is administered through the Blumberg Center for Interdisciplinary Studies in Special Education at Indiana State University. The emphasis of the project is to identify and explore models, strategies, best practices, and existing programs that exemplify collaborative efforts between families, particularly those families having students with special needs, and schools.

WHAT ARE SOME OF THE ACTIVITIES OF THE FAMILY-SCHOOL COLLABORATION PROJECTS GRANT?

Conduct a review of the literature to determine the nature, extent, effectiveness, and barriers of current collaborative efforts between families/home and schools

Identify models and best practices in Indiana and the nation that exemplify effective collaboration between homes and the schools

Work with other professionals, schools and families to identify and potentially secure funding sources to replicate/initiate a best practice model fo collaboration

Host state-wide brainstorming sessions with the various constituencies to determine existing collaborative efforts in Indiana, effective components of the efforts, and barriers to these efforts

Prepare a report synthesizing the literature, current practices and models, and recommendations concerning potential future efforts for families and schools in Indiana to collaborate effectively

APPENDIX D

Programs Information Received From Other States

Following are the programs received as a result of the query to the Directors of Special Education of all states (except Indiana) and Washington, D.C.

Programs appear as provided to us. The scope of this grant did not permit the project staff to contact all of these programs.

Alaska

Alaska P.A.R.E.N.T.S. Resource Center
Judie Ebbert-Rich
PO Box 32198
Juneau, Alaska 99803
907/290-2246

Sp. Ed. Parent Resource Center
Kim Crews
2220 Nichols St.
Anchorage, Alaska
907/263-9212

Illinois

Parents for Inclusive Communities
Lynda Atherton
Northern Illinois University
Gramham Hall
Dekalb, Illinois 60115
815/753-0992

Pre-Kindergarten and Family Involvement - Jacksonville
Mary English and Cheryl Pilcher
Lafayette School
747 W. Lafayette
Jacksonville, Illinois 62650
217/243-7402

Responsive Parenting and Supportive Home Teaching
Janice Miller
LADSE 1301 West Cossitt Avenue
LaGrange, Illinois 60525
708/354-5730

Attention Deficit Disorder Parent and School Group
Dr. George Diamond
1464 South Main Street
Lombard, Illinois 60148
708/932-5200

Iowa

Parent-Educator Connection
Pamela J. Parker
Mountain Plains Regional Resource Center
Drake University
2507 University
Des Moines, Iowa 50311
515/271-3936

Kansas

Families Together
Patti Gerdel
1023 SW Gage
Topeka, Kansas 66604
913/273-6343

Parent-Professional Partnership Project
Tim Shafer
Box 218
Bendena, Kansas 66008
913/988-4204

Parent-Professional Partnership Project
Carol Nigus
First & Kickapoo
Hiawatha, Kansas 66434
913/742-7108

Parent-Professional Partnership Project
Fred Miller
Box 459, 216 West 6th
Emporia, Kansas 66801
316/343-2302

Parent-Professional Partnership Project
Dave DeMoss
PO Box 189
Girard, Kansas 66743
316/624-6281

Parent-Professional Partnership Project
Ethel Pettijohn
901 N.W. Lyman Road
Topeka, Kansas
913/232-4143

Parent-Professional Partnership Project
Mary Burke
7235 Antioch
Shawnee Mission, Kansas
66204
913/831-1900, ext. 340 or 440

Parent-Professional Partnership Project
Pam Chilson
1002 E. Harvey
Wellington, Kansas
316/326-8935

Parent-Professional Partnership Project
Dr. Ben Gaut
624 W. 24th Street
Topeka, Kansas 66611
913/233-0313, ext. 315

Parent-Professional Partnership Project
Mike Bilderback
1321 East 7th Street
Winfield, Kansas 67156
316/221-7021

Parent-Professional Partnership Project
Dr. Lowell Alexander
3043 State Avenue
Kansas City, Kansas 66102
913/621-5155, ext. 187

Parent-Professional Partnership Project
George Anshutz
Box 158
Eskridge, Kansas 66423
913/449-2282

G.A.P. - Parents for Group Homes, Alternates and Programs
Dana Kelly
3426 S.E. Adams
Topeka, Kansas 66605

Kentucky

Parent Resource Centers
Linda Miller/Jacque Hukill
Community Education/Family Support Services
Department of Education
1611-C Capital Plaza Tower
500 Mero Street
Frankfort, Kentucky 40601
502/564-6117 or 502/564-8765

Kentucky Family Resource and Youth Services Centers
Ms. Ronnie Dunn
Cabinet for Human Resources, Fourth Floor West
275 East Main Street
Frankfort, Kentucky 40601
502/564-4986

Maryland

Parent Professional Partnership Program
Donna R. Riley
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, Maryland 21201
301/333-2480

Pennsylvania

Mentor Parent Program
Gail Walker
Route 257 Salina Road
PO Box 718
Seneca, Pennsylvania 16346
814/676-8615 or 800/447-1431

Rhode Island

Parent/Professional Partnership Workgroup
Karen Thomas
Northeast Regional Resource Center
Trinity College
Burlington, Vermont 05401
802/658-5036

Rhode Island Parent Information Network
Susan Affonso
500 Prospect Street
Pawtucket, Rhode Island

With the Current and Parent Involvement in the IEP
Connie Susa
Parent Training Specialist
Rhode Island Department of Education
Special Education Office
22 Hayes St.
Providence, Rhode Island 02908
401/277-3505

South Dakota

Statewide Systems Change
Paula Leiberg
PO Box 284
Mitchell, South Dakota 57301
605/996-3057

Texas

Klein Elementary-Klein ISD
Susan Antel
7200 Spring-Cypress Road
Klein, Texas 77379
713/376-4180

O'Henry Elementary-Richardson ISD
Suzy Clements, Kathi Simmons, Mary Ann Lonergan
4100 Tynes Drive
Garland, Texas 75042
214/238-8111

Alexander EC, Hearne EC and Kennedy ECT-Alief ISD
Dr. Rebecca P. Derrick
PO Box 68
Alief, Texas 77411
713/983-8305

Utah

Red Rock Student Success
Patrick Gillmore
Red Rock School
685 Millcreek Drive
Moab, Utah 84532
801/259-7326

Participating Partners
Nancy Passaretti
Sunset View Elementary
525 South 16th West
Provo, Utah 84601
801/374-4950

Grantsville Elementary Transition Program
Cleo Riggs
Grantsville School
175 West Main
Grantsville, Utah 84029
801/884-3301

Project Hope
Marilyn Phillips
Jackson School
750 West 200 North
Salt Lake City, Utah 84116
801/533-3032

Vermont

Vermont Information and Training Network
Connie Curtin
The Old Mill
Wenooski, Vermont

Family/School Partnerships
Sue Biggans
Vermont Department of Education
120 State Street
Montpelier, Vermont 05620
802/828-3141

Virginia

Parent Resource Center
Ms. Judy Hudgins
Virginia Department of Education
PO Box 6-Q
Richmond, Virginia 23216
804/371-7422

Virginia Council on Community Services for Youth
At-Risk and Families
Office of the Governor of Virginia
Room 326 PO Box 1422
Richmond, Virginia 23211
800/234-1448

Washington, D.C.

Parent Participation Project
Dr. Ruby Gourdine
Webster Administrative Unit
10th and H Streets, N.W.
Washington, D.C. 20001
202/724-2141

Parent Centers
Dr. Garnett Pinkney
Logan Administrative Unit
3rd and G Streets, N.E.
Washington, D.C. 20003
202/724-4800

Comer Process
Ms. Ellen Sistare
415 12th Street, N.W.
Presidential Building, Room 900
Washington, D.C. 20001
202/727-2272

Ward Seven In-Cluster Program
Dane Edley
Roper JHS, 4800 Meade Street, N.E.
Washington, D.C. 20019
202/724-4585

Christ Child Counseling Program
Susan Ley
5101 Wisconsin Avenue, N.W. Suite 304
Washington, D.C. 20016
202/966-7507

West Virginia

Parent Resource Center Project
Mary Pat Farrell and Barbara Grady
West Virginia Department of Education
Office of Special Education
Capitol Building 6, Room B-304
Charleston, West Virginia 25305
304/348-2696

Following are programs identified through the literature, telephone contacts, and/or described as model programs.

Florida

Perfect Harmony
Mike Iannella
Deltona Elementary School
2055 Deltona Boulevard
Spring Hill, Florida 34609
904/688-9565

Indiana

In*Source
833 Northside Boulevard
Building 1, Rear
South Bend, Indiana 46617

Parents in Touch and Methods for Achieving
Parent Partnerships (MAPP)
Alice Davis and Izona Warner
Indianapolis Public Schools
901 North Carollton
Indianapolis, Indiana 40202
317/266-4134 or 800/232-MAPP

Kansas

Beach Center on Families and Disability
Jean Summers or Ann Turnbull
The University of Kansas
Bureau of Child Research
4138 Haworth Hall
Lawrence, Kansas 66045
913/864-7600

Minnesota

PACER Center, Inc. (Parent Advocacy Coalition for
Educational Rights)
Marge Goldberg and Paula Goldberg
4826 Chicago Avenue South
Minneapolis, Minnesota 55417
612/827-2966 v/tdd
612/827-3065 fax

Pennsylvania

Mentor Parent Program
Gail Walker
Route 257 Salina Road
PO Box 718
Seneca, Pennsylvania 16346
814/676-8615 or 800/447-1431

West Virginia (and Virginia)

Parent Resource Center Project
Mary Pat Farrell and Barbara Grady
West Virginia Department of Education
Office of Special Education
Capitol Building 6, Room B-304
Charleston, West Virginia 25305
304/348-2696